

# LEVEL <sup>11</sup> LEADERSHIP

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## MONOGRAPH SERIES

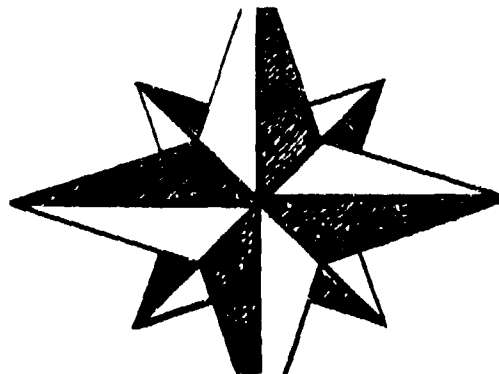
MONOGRAPH #9

ORGANIZATIONAL LEADERSHIP  
TASKS FOR ARMY LEADERSHIP  
TRAINING

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MAY 1977

### LEADERSHIP FOR THE 1970s



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LEADERSHIP MONOGRAPH SERIES

↓ This monograph is the third in a series whose focus is on identifying and clarifying dimensions of organizational leadership. The previous monograph identified discrete leadership tasks within nine dimensions. These dimensions varied in degree of importance and focus at each of five organizational levels. The dimensions and the levels when combined comprised a matrix of organizational leadership behaviors.

The present monograph explores and develops the concepts contained in the organizational leadership matrix. Each task contained in the original matrix is described in terms of subtasks which are implicit in the primary task. The following analysis is based upon a theory of learning transfer that is different from that upon which job analyses are traditionally based. Thus, an all-inclusive job listing is not provided. Enough detail is present, however, to permit curriculum developers to complete the training development process.

↖ The views expressed in this monograph are those of the authors and not necessarily those of the Department of Defense, Department of the Army, or the U.S. Army Administration Center.

Your comments, criticisms and contributions which would be beneficial in improving this publication as well as identifying future topics for consideration are welcome. Correspondence should be addressed to this Headquarters, ATTN: ATZI-CD-HRD

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MONOGRAPH 9

U.S. ARMY ADMINISTRATION CENTER

(9) LEADERSHIP MONOGRAPH SERIES no 3

MONOGRAPH #8  
(6) Leadership for the 1970s  
ORGANIZATIONAL LEADERSHIP TASKS FOR  
ARMY LEADERSHIP TRAINING.

by

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## INTRODUCTION

### Background

This monograph is an outgrowth of a previous Leadership series Monograph, No. 8, "A Matrix of Organizational Leadership Dimensions." Monograph No. 8 identified nine skill components (dimensions) of the leadership role: Communication, Human Relations, Counseling, Supervision, Technical Expertise, Management Science, Decision Making, Planning, and Ethics. Each dimensions was examined in terms of identifiable tasks activities (processes and behaviors) in relation to five organizational levels from Lieutenant to General Officer. The present monograph, No. 9, is an attempt to clarify these task activities in more explicit detail by listing critical leadership tasks by level and describing their related enabling tasks.

Whereas Monograph No. 8 was a theoretical foundation for a developmental organizational leadership model, this work aims to provide a framework for a sequential development of curriculum in the leadership area. As such, this document is a baseline guide for training developers engaged in formulating leadership instruction. The matrix of organizational leadership, resulting from Monograph No. 8, served as the source for the derivation of critical leadership tasks. The horizontal profile of each dimension on the matrix provides a school-wide curriculum outline. It also furnishes pertinent information to individuals about the kinds of skills they will need to develop in order to perform effectively in their leadership roles at various levels. The horizontal profile of a given dimension therefore suggests how one can individually pursue personal skill development. On the other hand, leadership needs of the organization are suggested in the vertical profile of the nine dimensions taken collectively at a particular organizational level. The total picture of the dimension mixes by organizational level provides an organizational model of required leadership skills.

## Purpose

In the broadest sense, the purpose of this effort is twofold:

1) to elaborate upon the leadership activities presented in the leadership matrix generated by Monograph No. 8, and 2) to clarify some of the confusion surrounding the intent and application of the matrix. The purpose of the organizational leadership matrix was to describe the leader's job. The matrix was a first-cut at a job analysis of the leadership role. Upon examination, one can ascertain that many of the tasks listed in the cells of the matrix are complex, consisting of a significant number of subtasks. Contrary to the authors' intentions, the matrix has been viewed as a refined leader job analysis inventory. Because many were wanting to utilize the matrix as if it were a complete listing of leadership activities in terms of discrete observable behavior (i.e., tasks broken down into their smallest subtask elements), some confusion followed the publication of the matrix. Indeed, it cannot be denied that a matrix of dimensions by levels detailed in terms of discrete behaviors and activities would be extremely useful, especially to curriculum developers. But the matrix was published as a summary of complex tasks and processes, each of which is amenable to a more detailed subtask listing. To counter this confusion, and to complete the original objective of analyzing the leader's job, the authors sought to refine the leadership matrix, realizing full well that further amplification of the matrix is necessary to realize the full value of the concepts and ideas contained in Monograph No. 8.

Quite simply, what the curriculum developers need is a more detailed explication of the leader task analysis so that they can derive learning objectives. This monograph aims to meet this need. The critical tasks as taken from the leadership matrix are clarified and described in terms of enabling tasks. The reader should be cautioned that this document does not provide an exhaustive listing of all subtasks that apply to a given critical task. But the subtasks are detailed enough so that they furnish direction for curriculum developers. As part of the Instructional Systems Design (ISD) process, this effort represents only the first phase: it is nothing more than an analysis of the leader's job into its components (critical tasks), based upon the organizational leadership matrix introduced in Monograph No. 8. Thus, it is nothing more than an outline of the leader's job. Training developers can now take this outline and, utilizing the appropriate instructional development methodology, complete the remaining phases, culminating in the development of instructional packages. Monograph No. 9, then, is intended as substantive input for curriculum and training development. It is not offered as a compendium of learning objectives--the end product of curriculum development.

## Training and Learning Theory

The ultimate purpose of any training development effort is to train an individual successfully so that he can perform the job for which he was trained. But to discuss the training development process without considering the learning process is meaningless. Learning theory has direct relevancy to the transfer of training. Transfer of training deals with learning in one situation facilitating learning and ultimately successful performance in similar situations. We know that transfer of learning can be expected when elements in the training environment are identical to those provided in the actual field environment. Simulation is uniquely suited to hardware-oriented ("hard skill") training. When we consider the continuously changing nature of the modern battlefield, as well as the unpredictability of human responses in a military environment, training and development efforts in the leadership/management field become extremely complicated. It is a most difficult--perhaps fruitless--effort to expose leaders to all of the specific situations which require the exercise of their leadership skills. Therefore, it appears advantageous to teach our leaders how to generalize their learning and how to teach themselves.

One way to do the above is to stress a theory of learning based on the "transfer of principles." Up to now, most of our training focus has been grounded in the "transfer of identical elements" in which learning is presumed to occur only if the identical elements present in the old situation are present in the new situation. This learning theory is fine if we can successfully identify all of the elements to be learned. Unfortunately, "soft skills" such as leadership skills are not amenable to a comprehensive delineation of discrete elements. For this reason, a shift to the transfer-of-principles theory allows us to assume that the leader can generalize his learning: the learner need not be aware of the presence of identical elements in a stimulus situation because transfer will occur when he applies those principles having sufficient generality to cover a class of stimuli which are learned in past specific situations.

By legitimizing the transfer-of-principles theory of learning for the soft skills area, we are not faced with the necessity to list every task implicit in the leadership/management domain--a monumental undertaking by any standards. This monograph represents an attempt to clarify leadership/management activities within reasonable limits.



## SECTION II

### METHODS AND PROCEDURES

The methodology adopted to complete this monograph was a modified Instructional System Design (ISD) procedure involving breaking a job down into progressively more discrete elements. Because the Army has invested considerable expense and effort in developing skill qualification tests (SQT's), unit evaluation procedures in the form of the Army Training and Evaluation Program (ARTEP), and soldiers' manuals, it was considered wise to group the nine dimensions under four broad categories previously proposed by the TRADOC (See fig. 1). Therefore, for each of four educational levels (Officer Basic, Officer Advanced, Command and General Staff College, and War College), the dimensions are examined within the context of the following four categories: Individual Skills, Collective Skills, Support Skills, and Organizational Effectiveness (OE) Skills (See Figure 2).

The method for explicating the dimensions behaviorally involved a deductive process of clarifying components in terms of competencies, skills, in some cases subskills, critical task, and enabling tasks. At all times, the focus was upon behaviors and processes. Figure 3 depicts an example of the methodology employed.

When one considers in totality the task listings for all four organizational levels, an obvious implication for pre-commissioning training and education emerges. This results from the fact that of all the variables that can affect an officer's job throughout a thirty year career only three are sufficiently broad that they pertain to the entire Officer Corps. These three are the officer's branch, his alternate specialty, and the notion that he will inevitably be extremely involved in dealing with soldiers, a variable we have labeled leadership. Of these three, only leadership (as broadly defined in Monograph #8) pertains to all officers. The reader is again referred to the organizational leadership matrix detailed in leadership Monograph #8, "A Matrix of Organizational Leadership Behavior." Many of the critical leadership tasks as well as the enabling tasks described in that matrix implicitly require mastery of substantial cognitive knowledge. Much of this knowledge can be grouped into general academic categories. It is then possible to identify specific academic courses of instruction which relate directly to the officer's organizational leadership responsibilities. Figure 4 illustrates this methodology (a more detailed application of this process can be addressed at a future date).

TRADOC TRAINING MODEL

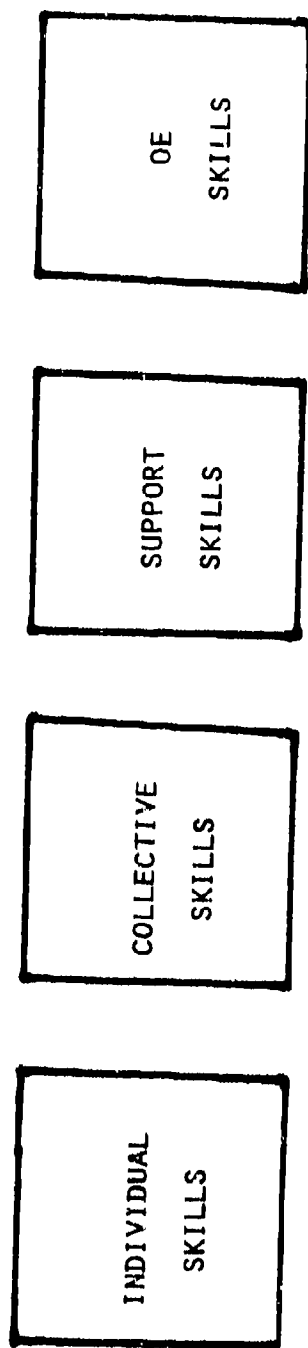


FIGURE 1

# ORGANIZATIONAL LEADERSHIP

INDIVIDUAL	COLLECTIVE	SUPPORT	OE
SKILLS	SKILLS	SKILLS	SKILLS
TECHNICAL	SUPERVISION		
		COMMUNICATION	
		HUMAN RELATIONS	
		COUNSELING	
		MANAGEMENT SCIENCE	
		DECISION MAKING	
		PLANNING	
		ETHICS	

FIGURE 2 ORGANIZATIONAL LEADERSHIP DIMENSIONS AND THE TRAIPOC MODEL\*

\*THE READER SHOULD NOTE WITH CAUTION THAT WHILE SEVEN DIMENSIONS ARE GROUPED UNDER THE OE CATEGORY, THE ACTUAL APPLICATION OF THESE DIMENSIONS OCCURS IN ALL FOUR CATEGORIES.

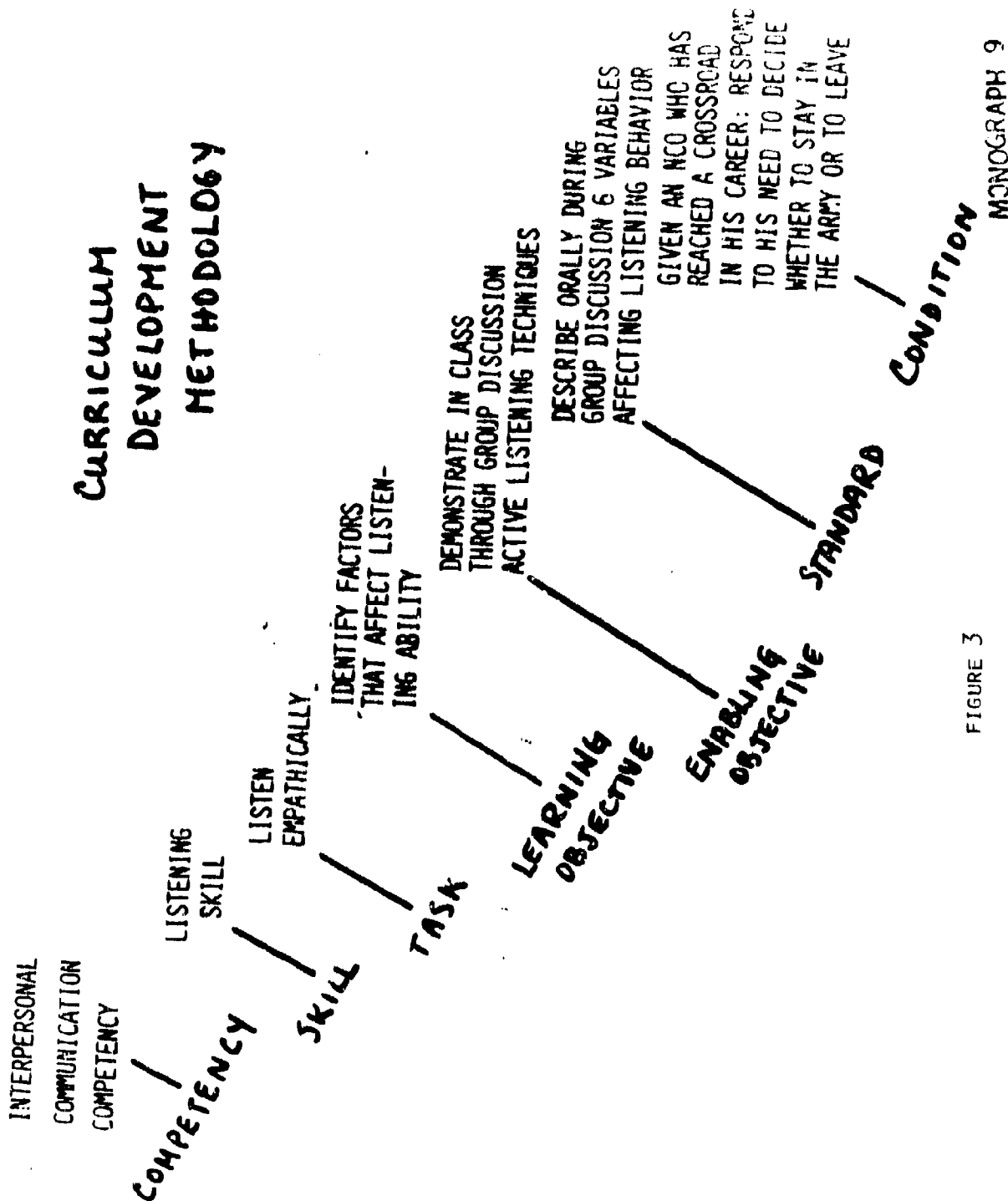
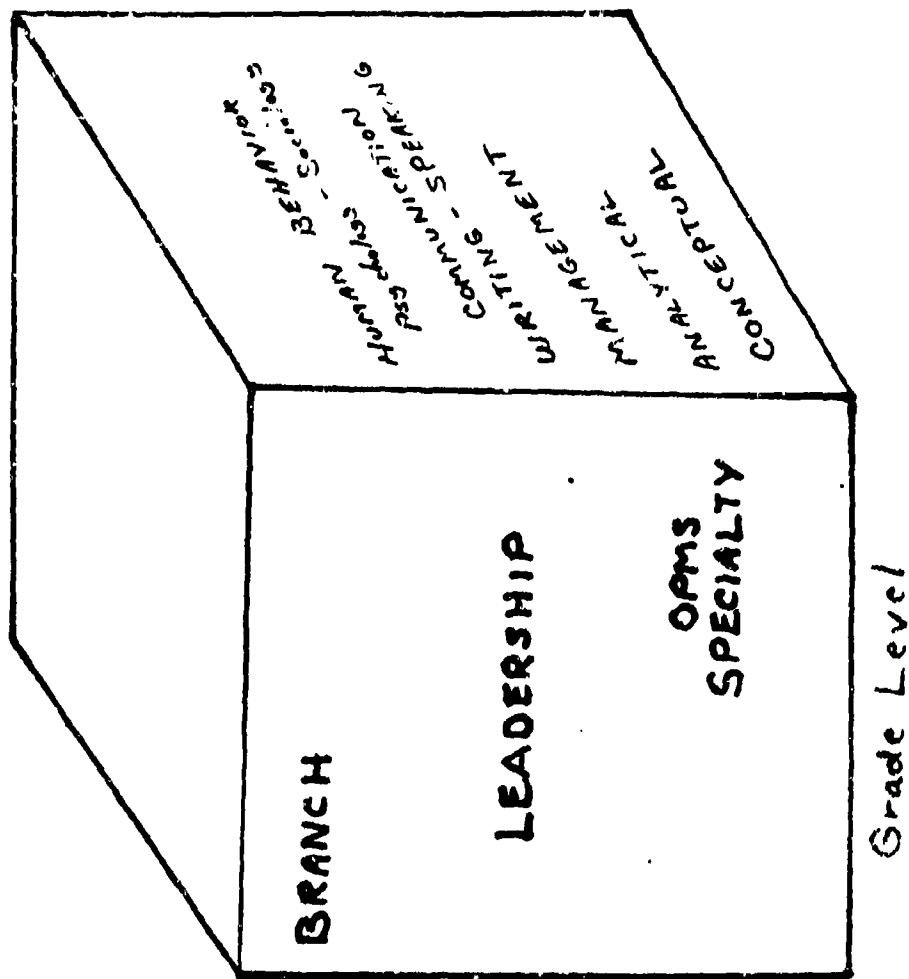


FIGURE 3

PRECOMMISSIONING  
EDUCATIONAL  
DETERMINANTS



Job Analysis

FIGURE 4

MONOGRAPH 9

### SECTION III

#### TASK LISTINGS BY ORGANIZATIONAL LEVELS

# LEADERSHIP TRAINING AND DEVELOPMENT - PRECOMMISSIONING LEVEL

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS*
Technical Competency	Tactical Competency	Administrative Competency	Communication Competency
a. Common Skills	a. Basic Tactical Skills	a. Administration	a. Interpersonal Communication
EX: Land navigation (11B skill level 2-)	EX: Prepare defensive positions (11B skill level 2-)	EX: Describe unit level administration	Human Relations Competency
	Supervision Competency	Logistical Competency	a. Intra-group skills
	a. Inspecting	a. Supply and Maintenance	Counseling Competency
	EX: Perform safety inspections	EX: Describe Army supply and maintenance procedures	a. Performance Counseling
			Management Science Competency
			a. Organizing
			EX: Describe the function of the OESO
			Decision Making Competency
			a. Decision analysis
			Planning Competency
			a. Scheduling
			Ethical Competency
			a. Professionalism

\*Note: Specific tasks within each dimension vary by organizational level. This outline provides only one example for selected dimensions.  
(A detailed application of this process for the precommissioning level was not part of this study.)

# LEADERSHIP TRAINING AND DEVELOPMENT - OFFICER BASIC COURSE LEVEL

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS
Technical Competency	Tactical Competency	Administrative Competency	Communication Competency
a. Common Skills	a. Small Unit Opns	a. Unit Level	a. Interpersonal Communication
EX: Map reading	EX: Conduct ambush patrol	EX: Provide information to PAC	EX: Listen empathically
b. MOS Specific	Supervision Competency	Logistical Competency	Human Relations Competency
EX: Fire direction procedures	a. Inspecting	a. Maintenance	a. Intra-group skills
	EX: Inspect equipment	EX: Direct Unit Maintenance	EX: Apply rewards equitably
			Counseling Competency
			a. Performance Counseling
			EX: Evaluate work performance
			b. Personal Counseling
			EX: Refer to soldiers with serious problems
			Management Science Competency
			Planning Competency
			a. Scheduling
			EX: Schedule work
			Decision Making Competency
			a. Decision Analysis



LEADERSHIP TRAINING AND DEVELOPMENT - OFFICER BASIC COURSE LEVEL  
(continued)

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS*
			Decision Making Competency (cont.)
			EX: Interpret decisions related to unit operation
			Ethical Competency
			a. Individual Skills
			EX: Conform to personal appearance standards

\*Note: Specific tasks within each dimension vary by organizational level. Only one example is provided for each dimension. The dimensions listed under the OE category apply across all four skill categories.

## INDIVIDUAL SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TECHNICAL	INDIVIDUAL SKILLS	MAP READING	IDENTIFY TOPOGRAPHIC OBSTACLES ALONG A ROUTE OF MARCH	<ol style="list-style-type: none"> <li>1. Identify major topographic features on a map</li> <li>2. Identify contour lines</li> <li>3. Measure height of contour lines</li> <li>4. Identify map symbol for depression</li> <li>5. Determine degree of slope of terrain using a map</li> </ol>
TECHNICAL	MOS-SPECIFIC INDIVIDUAL SKILLS	FIRE DIRECTION	PLOT ARTILLERY TARGET ON FIRE DIRECTION-CHART	<ol style="list-style-type: none"> <li>1. Identify grid used in fire direction chart</li> <li>2. Use plotting instrument</li> <li>3. Specify how targets are to be marked</li> <li>4. Read eight place coordinates</li> <li>5. Relate map coordinates to fire direction chart</li> <li>6. Identify azimuth</li> </ol>

## COLLECTIVE SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COLLECTIVE	SMALL UNIT OPERATIONS	EMPLOY INFANTRY SQUAD IN THE ATTACK	<ol style="list-style-type: none"> <li>1. Identify tactical techniques of moving a squad</li> <li>2. Identify principles of cover and concealment</li> <li>3. Identify arm and hand signals</li> <li>4. State principles of laying down suppressing fire</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNIT OPERATIONS	CONDUCT PATROL	<ol style="list-style-type: none"> <li>1. Gather intelligence information</li> <li>2. Conduct reconnaissance patrols</li> <li>3. Conduct an ambush patrol</li> <li>4. Search ambush site</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILL (USE OF EQUIPMENT)	EFFICIENTLY USE TACTICAL EQUIPMENT	<ol style="list-style-type: none"> <li>1. State the capabilities of equipment</li> <li>2. Identify the support requirements of equipment</li> <li>3. State the principles of employing equipment</li> <li>4. Identify training requirements necessary to use equipment</li> <li>5. Establish standards for the use of equipment</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (USE OF EQUIPMENT)	ORGANIZE USE OF EQUIPMENT	<ol style="list-style-type: none"> <li>1. Identify tactical requirements for employing equipment</li> <li>2. Count the pieces of available equipment</li> <li>3. Estimate the minimum requirements essential for mission accomplishment</li> <li>4. Develop plan to employ equipment</li> <li>5. Indicate in plan support requirements</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (USE OF EQUIPMENT)	INSPECT EQUIPMENT	<ol style="list-style-type: none"> <li>1. Determine inspection indicators using appropriate Army publications</li> <li>2. Establish inspection indicators</li> <li>3. Prepare inspection forms</li> <li>4. Evaluate logbooks and forms</li> <li>5. Specify equipment ESC</li> <li>6. Determine equipment deficiencies and shortcomings</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (USE OF EQUIPMENT)	MAINTAIN EQUIPMENT	<ol style="list-style-type: none"> <li>1. Identify equipment maintenance requirements</li> <li>2. Develop plan to meet maintenance requirements</li> <li>3. Construct log to record equipment operation</li> <li>4. Identify training requirements for equipment maintenance function</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (USE OF EQUIPMENT)	MAINTAIN EQUIPMENT (CGMT.)	<ol style="list-style-type: none"> <li>Schedule maintenance in unit training schedule</li> <li>Inspect operations to ensure maintenance is being performed</li> <li>Identify good/bad maintenance indicators</li> <li>Train supervisors/subordinates in maintenance procedures</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (OPERATIONAL PROCEDURES)	EFFECTIVELY IMPLEMENT OPERATIONAL PROCEDURES	<ol style="list-style-type: none"> <li>Identify major operational principles</li> <li>State standards essential to effective operations</li> <li>Develop procedures required for each operational function</li> <li>Communicate procedural steps to subordinates</li> <li>Establish procedural checks</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (OPERATIONAL PROCEDURES)	ADMINISTER ON THE SPOT CORRECTIONS	<ol style="list-style-type: none"> <li>Be familiar with operational procedures</li> <li>Recognize deviations in procedures</li> <li>Identify who is responsible for procedure</li> <li>Inform subordinate of improper procedure</li> <li>Make corrections or ensure responsible subordinate makes correction</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (DIRECTING, INSPECTING)	ENFORCE ORGANIZATIONAL STANDARDS	<ol style="list-style-type: none"> <li>Identify organizational standards</li> <li>Communicate standards to subordinates</li> <li>Spot check subordinate performance to ensure conformity</li> <li>Correct deficiencies</li> <li>Relate standards to discipline and morale</li> <li>Identify dysfunctional standards</li> <li>Discuss dysfunctional standards with superior</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COLLECTIVE	SMALL UNIT SUPERVISORY SKILLS (COORDINATION)	COORDINATE WITH NEARBY UNITS	<ol style="list-style-type: none"> <li>1. Determine type of coordination required</li> <li>2. Utilize existing lines of communication</li> <li>3. Communicate your operation plans to nearby units when it will affect them</li> <li>4. Estimate when nearby unit operations will affect you</li> <li>5. Solicit information</li> </ol>
TACTICAL	COLLECTIVE	SMALL UNITS SUPERVISORY SKILLS (TRAINING)	CONDUCT AND/OR SUPERVIST TRAINING	<ol style="list-style-type: none"> <li>1. Prepare a two-week unit schedule</li> <li>2. Prepare a lesson outline</li> <li>3. Prepare AIT/OJT report</li> <li>4. Record the status of personnel for training</li> <li>5. Complete weapons qualification score card</li> <li>6. Prepare request for training publications</li> <li>7. Notify instructors</li> <li>8. Prepare request for transportation</li> <li>9. Prepare a range support request</li> <li>10. Maintain functional files</li> <li>11. Analyze/interpret SQT/ARTEP results</li> <li>12. Conduct instructor training</li> <li>13. Plan/administer platoon ARTEP's</li> </ol>



## SUPPORT SKILLS

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COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ADMINISTRATIVE	SUPPORT		PROVIDE INFORMATION TO/AND SUPPORT PAC OPERATIONS	<ol style="list-style-type: none"> <li>1. Report AMOL</li> <li>2. Process letter of indebtedness</li> <li>3. Implement policy to bar reenlistment</li> <li>4. Perform financial management counseling</li> <li>5. Prepare suspension of Favorable Personnel Actions, DA Form 268 "Flagging Actions"</li> <li>6. Prepare Hometown News releases</li> <li>7. Prepare SIDPERS input data</li> <li>8. Prepare personnel action, DA Form 4187</li> <li>9. Comply with Army Privacy Act</li> <li>10. Understand promotion policies to E-3/E-4</li> <li>11. Prepare request for termination of separate actions</li> <li>12. Prepare and submit OER's</li> <li>13. Prepare Enlisted Evaluation Report</li> </ol>
LOGISTICAL	SUPPORT	MAINTENANCE	DIRECT UNIT MAINTENANCE EFFORTS	<ol style="list-style-type: none"> <li>1. Conduct motor stables</li> <li>2. Initiate request to recover disabled vehicles</li> <li>3. Establish the priority of work on unit equipment</li> </ol>
LOGISTICAL	SUPPORT		ORDER REPAIR PARTS	<ol style="list-style-type: none"> <li>1. Describe logistical support procedures</li> <li>2. Identify repair parts order forms</li> <li>3. Estimate time required for parts to arrive</li> </ol>

O E SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	SENDING		PROVIDE FEEDBACK ON SMALL GROUPS AND INDIVIDUAL PERFORMANCE	<ol style="list-style-type: none"> <li>1. State performance standards</li> <li>2. Appraise subordinates' performance</li> <li>3. Construct a message describing performance</li> <li>4. Provide feedback to subordinates</li> </ol>
	SENDING		INFORM SUBORDINATES	<ol style="list-style-type: none"> <li>1. Identify five methods to communicate with subordinates.</li> <li>2. Describe the advantages of each method</li> <li>3. Determine what information is essential to subordinate performance</li> <li>4. Identify the types of information subordinates desire to know</li> <li>5. Integrate desired information with essential information</li> <li>6. Construct message</li> <li>7. Select a communication mechanism</li> <li>8. Transmit message</li> </ol>
INTERPERSONAL COMMUNICATION	SENDING	DOWNWARD COMMUNICATION SKILL	DISTRIBUTE WRITTEN INFORMATION	<ol style="list-style-type: none"> <li>1. Identify 3 mechanisms to transmit written information</li> <li>2. Describe advantages of each method</li> <li>3. Identify intended audience of written message</li> <li>4. Select distribution means to get information to audience</li> <li>5. Send message</li> <li>6. Solicit feedback to measure effectiveness of communication effort</li> <li>7. Edit information for subordinate who can't read</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	SENDING	UPWARD COMMUNICATION SKILL	SEND REPORTS TO SUPERIORS	<ol style="list-style-type: none"> <li>1. Describe the formal reporting activity in the company sized unit</li> <li>2. Identify reports required by the final reporting activity</li> <li>3. Understand value of upward communication</li> <li>4. Identify 3 barriers to upward communication</li> <li>5. Describe the value of the informal upward reporting activity</li> <li>6. Determine what information within the informal reporting activity should be communicated upward</li> <li>7. State 4 principles for upward communication</li> </ol>
INTERPERSONAL COMMUNICATION	SENDING		SPEAK CLEARLY	<ol style="list-style-type: none"> <li>1. Gather information</li> <li>2. Develop an outline</li> <li>3. Organize a written text</li> <li>4. Organize speech</li> <li>5. Familiarize oneself with written text</li> <li>6. Rehearse speech</li> <li>7. Identify media aids to speaking effort</li> <li>8. Practice employing media aids</li> <li>9. Recognize relationships between verbal and non-verbal communication efforts</li> <li>10. Enunciate clearly</li> <li>11. Associate grammar with audience educational level</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	SENDING		TEACH	<ol style="list-style-type: none"> <li>1. Be familiar with subject matter content</li> <li>2. Gather required subject matter information</li> <li>3. Prepare a lesson plan</li> <li>4. Identify learning objectives</li> <li>5. Identify and select graphic aids</li> <li>6. Request/schedule classroom and teaching aids</li> <li>7. Rehearse class</li> <li>8. Develop an evaluation plan for learning objectives</li> <li>9. Evaluate teaching effort</li> <li>10. Reformulate lesson plan</li> </ol>
INTERPERSONAL COMMUNICATION	RECEIVING	READING	READ REPORTS/ MANUALS	<ol style="list-style-type: none"> <li>1. Identify critical information</li> <li>2. Select appropriate resource material from reference library</li> <li>3. Take notes</li> <li>4. Interpret content pertaining to current operating procedures</li> </ol>
INTERPERSONAL COMMUNICATION	LISTENING		LISTEN EMPATHICALLY	<ol style="list-style-type: none"> <li>1. Identify factors that affect listening ability</li> <li>2. State the four rules for good reception</li> <li>3. Understand the impact of emotions on listening</li> <li>4. State two techniques that aid in overcoming emotional bias to accurate listening</li> <li>5. Understand the basic principles of non-verbal communication</li> <li>6. Identify non-verbal cues that suggest the presence of emotions</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	LISTENING		LISTEN FOR CONTENT	<ol style="list-style-type: none"> <li>1. Construct an outline on how to listen for content</li> <li>2. Identify major theme of a speaker's presentation</li> <li>3. State the ideas contained in the theme</li> <li>4. Identify facts supporting each of the major ideas</li> <li>5. Construct a summary of the presentation</li> <li>6. Compare summary to original presentation</li> </ol>
INTERPERSONAL COMMUNICATION	PERCEIVING		READ NON-VERBAL BEHAVIOR	<ol style="list-style-type: none"> <li>1. State the principles of non-verbal communication</li> <li>2. Identify non-verbal cues in a speaker's presentation</li> <li>3. Compare non-verbal cues with verbal cues</li> <li>4. Determine the consistency between verbal and non-verbal cues</li> </ol>
INTERPERSONAL COMMUNICATION	EVALUATING	PERSUASION	INFLUENCE OTHERS	<ol style="list-style-type: none"> <li>1. Identify the means of persuasion</li> <li>2. Select sources to be used in a message</li> <li>3. State related motivational concepts</li> <li>4. Organize material</li> <li>5. Select the language to be used</li> <li>6. Select a style of delivery if the message is to be presented orally</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING	RESPOND TO SUBORDINATES' NEEDS, INTEGRATING THEM WITH ORGANIZATIONAL NEEDS	<ol style="list-style-type: none"> <li>1. State how needs relate to motivation theory</li> <li>2. Identify needs of organization</li> <li>3. Identify needs of subordinates</li> <li>4. Recognize how needs affect behavior</li> <li>5. Solicit feedback and information about subordinates' feelings, beliefs, opinions, attitudes and perceptions through formal and informal communication channels.</li> <li>6. Discuss problems, needs, concerns with individual or groups of subordinates</li> <li>7. Explain organizational requirements to subordinates</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING	DEVELOP AND DEMONSTRATE UNDERSTANDING OF OWN ATTITUDES AND BELIEFS ABOUT OTHER	<ol style="list-style-type: none"> <li>1. State how attitudes and beliefs are formed</li> <li>2. Recognize impact of such beliefs on perception</li> <li>3. Identify barriers to perception</li> <li>4. State how stereotypes are formed</li> <li>5. Identify major reference groups you belong to</li> <li>6. Specify commonly held attitudes and beliefs of the reference group</li> <li>7. Compare own beliefs with reference groups</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	DEVELOPING	ALLOW SUBORDINATES OPPORTUNITIES TO GET ADDITIONAL TRAINING AND EDUCATION	<ol style="list-style-type: none"> <li>1. State the relationship between education and training and motivation theory</li> <li>2. Specify the impact of education on attitudes</li> <li>3. Relate education and training to subordinate needs</li> <li>4. Assess subordinates' individual skill proficiency in designated and relevant areas</li> <li>5. Collect information about internal and external training programs, courses and developmental opportunities</li> </ol>



COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	ORIENTING	FAMILIARIZE SUBORDINATES WITH RULES, PROCEDURES, ROUTINES	6. Inform subordinates of such programs and opportunities
				7. Schedule work so that subordinates can receive training or participate in programs
				8. Budget training expenses for anticipated expenditures
				9. Identify financial assistance programs and secure funding for training
				10. Establish on-the-job training program and engage in training
				11. Set up evaluation of program to assess the impact of training
				12. Solicit feedback
				1. Specify the impact of new job on motivations and attitudes
				2. Identify new subordinates
				3. Identify rules, procedures and routines which apply to subordinates' jobs
				4. Read and be familiar with them
				5. Keep abreast of revisions, additions, deletions
HUMAN RELATIONS	INTRA-GROUP	ORIENTING	KEEP SUBORDINATES INFORMED	6. Discuss rules, procedures etc. with new subordinates
				7. Prepare and distribute written information about rules, procedures, regulations etc.
				8. Encourage subordinates to ask questions, seek additional information and clarification
				1. Understand the relationship between information and performance and motivation levels
				2. Identify information required by subordinate
				3. Ask subordinates what information they would prefer
				4. Construct communication message
				5. Select medium by which to communicate

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING	APPLY POSITIVE REINFORCEMENT	<ol style="list-style-type: none"> <li>1. State the theories of motivation</li> <li>2. Distinguish between extrinsic vs intrinsic motivation</li> <li>3. Specify the relationship between reward and motivation</li> <li>4. Understand the importance of positive feedback on motivational levels</li> <li>5. Gather performance data</li> <li>6. Identify performance standards</li> <li>7. Compare performance with standards</li> <li>8. Give verbal compliments to subordinates who are performing well</li> <li>9. Deliver constructive feedback</li> <li>10. Emphasize positive actions over negative actions</li> </ol>
HUMAN RELATIONS	INTRAGROUP	MOTIVATING	APPLY REWARDS EQUITABLY	<ol style="list-style-type: none"> <li>1. Identify material rewards that are available</li> <li>2. Identify non-material rewards that can be employed</li> <li>3. State theories of reward and punishment</li> <li>4. Develop reward policy and plan</li> <li>5. Relate rewards to performance levels</li> <li>6. Gather performance data</li> <li>7. Select reward to apply to performance levels</li> <li>8. Implement reward policy in a fair and consistent manner</li> <li>9. Evaluate policy to see if it is being enforced equitably</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING
				<ol style="list-style-type: none"> <li>Periodically verbally or in written form inform subordinates of changes in regulations, rules, bylaws, procedures, etc.</li> <li>Hold periodic staff meetings to transmit information</li> <li>Arrange relevant discussion sessions to solicit feedback from subordinates</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	ORIENTING	HELP SUBORDINATES TO ADAPT TO CHANGE	<ol style="list-style-type: none"> <li>Understand how human behavior is affected by change</li> <li>State theories of change</li> <li>Identify the requirements for change</li> <li>Communicate reasons for change to subordinates</li> <li>Relate participation efforts to acceptance to change</li> <li>Formulate plan for subordinates to participate in change</li> <li>Keep subordinates informed of impending and likely changes</li> <li>Ask subordinates their opinions regarding changes</li> <li>Clarify repercussions and implications (short- and long-term) of change</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	ORIENTING	FOSTER GROUP COHENSION	<ol style="list-style-type: none"> <li>Clarify group goals and objectives</li> <li>Encourage the flow of information upward and downward</li> <li>Foster a climate of trust and cooperation</li> <li>Practice a consistent reward and punishment policy</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	DEVELOPING	EXPAND SUBORDINATES' KNOWLEDGE AND SKILLS	<ol style="list-style-type: none"> <li>1. Understand the relation between continuing education and motivation</li> <li>2. Identify subordinates knowledge and skill needs</li> <li>3. Relate needs to organization needs</li> <li>4. Develop plan to permit continuing education and skill development</li> <li>5. Communicate plan to subordinates</li> <li>6. Reinforce subordinate participation</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	DEVELOPING	DEVELOP PLAN TO FAMILIARIZE NEW SOLDIERS WITH ASSIGNED JOBS	<ol style="list-style-type: none"> <li>1. Identify subordinate needs when assigned new job</li> <li>2. Develop unit plan to handle new arrivals</li> <li>3. Communicate plan to NCO's</li> <li>4. Implement plan</li> <li>5. Solicit feedback from new soldier concerning plan</li> </ol>
HUMAN RELATIONS	INTER-GROUP	COORDINATING	DEVELOP TEAM WORK AMONG SUBORDINATE GROUPS	<ol style="list-style-type: none"> <li>1. Identify subordinate team goals</li> <li>2. State organizational goals</li> <li>3. Relate team goals to unit goals</li> <li>4. Specify tasks requiring inter-team cooperation</li> <li>5. Reward effective inter-team effort</li> <li>6. Facilitates discussion between team leaders</li> <li>7. Identify special needs and interests of minority groups</li> <li>8. Develop and provide specific situations to facilitate inter-communication among various entities in unit</li> <li>9. Demonstrate objectivities and impartiality by not singling out any minority groups</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PERSONAL COUNSELING	PROBLEM IDENTIFICATION		IDENTIFY SUBORDINATES WITH SERIOUS PERSONAL PROBLEMS	<ol style="list-style-type: none"> <li>1. Describe personal crisis situations which peers and subordinates might encounter in the Army</li> <li>2. State warning signs of physiological problems and recognize symptoms of serious personal confusion, depression, or disorientation</li> <li>3. Check out perceptions that individual has a problem by talking to him or his peers</li> <li>4. Check individual's performance record to see if it has been affected</li> </ol>
PERSONAL COUNSELING	MAKING REFERRALS UTILIZING RESOURCES		REFER SOLDIERS WITH SERIOUS PROBLEMS TO SUPERIOR	<ol style="list-style-type: none"> <li>1. Be able to identify serious personal problems</li> <li>2. Discuss problem with the soldier</li> <li>3. Talk to superior about individual</li> <li>4. Know what referral agencies are available and what their capabilities are</li> <li>5. Be familiar with procedures for making referrals</li> </ol>
PERSONAL COUNSELING	INTERVIEWING		EMPLOY INTERVIEWING TECHNIQUES	<ol style="list-style-type: none"> <li>1. Demonstrate active listening techniques</li> <li>2. Ask open-ended questions</li> <li>3. Know how to summarize and paraphrase what subordinate is saying and then reflect back to soldier what he has said</li> <li>4. Express empathy</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PERSONAL COUNSELING	CLARIFICATION, ROLE MODELING		CLARIFY APPROPRIATE AND INAPPROPRIATE STANDARDS OF CONDUCT AND DRESS	<ol style="list-style-type: none"> <li>1. Be familiar with standards of appropriate dress and behavior</li> <li>2. Disseminate behavior standards to troops</li> <li>3. Role model desirable behavior</li> <li>4. Discuss standards with subordinates</li> <li>5. Reward exemplary behavior and punish undesirable or inappropriate conduct</li> <li>6. Talk to subordinates who are not conforming to dress standards</li> </ol>
PERFORMANCE COUNSELING	EVALUATION, INTERPERSONAL COMMUNICATION		EVALUATE WORK PERFORMANCE AGAINST JOB CRITERIA	<ol style="list-style-type: none"> <li>1. Understand job criteria</li> <li>2. Know 2-3 procedures for assessing skill levels and for judging individual work performance</li> <li>3. Collect performance information</li> <li>4. Collate information and summarize it in proper reporting form</li> <li>5. Evaluate work performance against job criteria</li> <li>6. Provide feedback to individuals about their performance</li> <li>7. Compare group performance to previous performance indicators</li> </ol>
PERFORMANCE COUNSELING	EVALUATION, DELIVERING FEEDBACK		CONDUCT APPRAISAL INTERVIEWS	<ol style="list-style-type: none"> <li>1. Set up appointment with those individuals who have poor performance records</li> <li>2. Conduct interview in private or semi-private area</li> <li>3. Employ open-ended questioning</li> <li>4. Practice interviewing and feedback skills</li> <li>5. Ascertain reason(s) for poor performance</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PERFORMANCE COUNSELING	PROBLEM SOLVING		REDEFINE PERFORMANCE EXPECTATIONS	
				<ol style="list-style-type: none"> <li>1. Discuss performance shortfall areas with individual</li> <li>2. Employ problem solving techniques (e.g., MBG, SKIN) to help individual overcome skill deficiency</li> <li>3. Design action plan to develop or refine individual's skills</li> <li>4. Agree with subordinate about new performance standards</li> <li>5. Set up training schedule or refer individual for training</li> <li>6. Set timeframe for improving skill level</li> <li>7. Assess improvement</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	ORGANIZING		ORGANIZE AND COLLECT INFORMATION	<ol style="list-style-type: none"> <li>1. See the organization from a system wide perspective</li> <li>2. Identify major organizational elements</li> <li>3. Describe principle theories underlying organizational operations</li> <li>4. Explain the OE process</li> <li>5. Describe four different kinds on information</li> <li>6. Summarize data gathered into report</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING		PROVIDE INFORMATION TO OESO	<ol style="list-style-type: none"> <li>1. Prepare report for OESO</li> <li>2. Propose topical areas requiring further analysis</li> <li>3. Comment on accuracy of information gathered</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING		ORGANIZE UNIT TO ACCOMPLISH IMMEDIATE TASKS	<ol style="list-style-type: none"> <li>1. Identify immediate tasks</li> <li>2. Prioritize tasks</li> <li>3. Estimate manpower required to accomplish tasks</li> <li>4. Identify manpower available</li> <li>5. Estimate organization required to accomplish task</li> <li>6. Design an organizational structure to accomplish mission</li> <li>7. Organize unit</li> </ol>
MANAGEMENT SCIENCE	GOAL SETTING		SET GOALS BASED ON OE DATA GATHERED	<ol style="list-style-type: none"> <li>1. Interpret data</li> <li>2. Analyze trends</li> <li>3. Detect problem areas</li> <li>4. Formulate plan of action</li> <li>5. Set objectives</li> <li>6. Prioritize objectives</li> <li>7. Set milestones</li> <li>8. Identify standards</li> <li>9. Communicate goals to subordinates</li> <li>10. Provide feedback mechanism</li> </ol>



COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
DECISION MAKING	OE	SMALL UNIT DECISION ANALYSIS	INTERPRET DECISIONS RELATED TO UNIT OPERATIONS	<ol style="list-style-type: none"> <li>1. Translate higher level decisions into action at the unit level</li> <li>2. Transform general decisions into specifics at the unit level</li> <li>3. Estimate impact of decisions on unit operations</li> <li>4. Formulate plans to implement decisions</li> <li>5. Implement programs according to standardized procedures</li> </ol>
DECISION MAKING	OE	SMALL UNIT DECISION	CARRY OUT DECISION	<ol style="list-style-type: none"> <li>1. Understand decision making process</li> <li>2. Provide input to superiors regarding decision making efforts when appropriate</li> <li>3. Comprehend importance of implementing higher level decisions</li> <li>4. Formulate plans to carry out decision</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PLANNING	OE	SCHEDULING	SCHEDULE MAINTENANCE	<ol style="list-style-type: none"> <li>1. Describe work to be accomplished</li> <li>2. Identify equipment support requirements</li> <li>3. Identify maintenance procedures</li> <li>4. Integrate maintenance procedures with work schedule</li> <li>5. Inspect to see if maintenance schedule is followed</li> </ol>
PLANNING	OE	SCHEDULING	SCHEDULE WORK	<ol style="list-style-type: none"> <li>1. Describe unit goals</li> <li>2. Identify role of work unit in accomplishing unit goals</li> <li>3. Specify work necessary to accomplish work unit goals</li> <li>4. Determine time necessary to accomplish work</li> <li>5. Inspect to see if work schedule is functional</li> </ol>
PLANNING	OE	GOAL SETTING	SET DAILY UNIT OBJECTIVES	<ol style="list-style-type: none"> <li>1. Describe parent unit goals</li> <li>2. Identify subunit role in goal achievement efforts</li> <li>3. Compute personnel strength of subunit</li> <li>4. Recognize skills of personnel in subunit</li> <li>5. Establish goals of subunit consistent with personnel and mission requirements</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INDIVIDUAL PROFESSIONAL APPEARANCE	PRIDE IN PERSONAL APPEARANCE		CONFORM TO PERSONAL APPEARANCE STANDARDS SET BY ORGANIZATION (SUPERIORS)	<ol style="list-style-type: none"> <li>1. Practice good personal hygiene</li> <li>2. List dress standards, to include hair length</li> <li>3. Check to see that uniform is not soiled, frayed, outmoded or inappropriate to the occasion</li> <li>4. Purchase enough uniforms to always have one available to wear</li> <li>5. Launder and dry clean uniforms frequently enough to have a clean and pressed one ready</li> <li>6. Purchase appropriate insignia, name patches, etc.</li> <li>7. Have hair trimmed frequently</li> </ol>
INDIVIDUAL PROFESSIONAL BEHAVIOR	PROFESSIONAL CONSCIENTIOUSNESS		CONFORM TO STANDARDS OF DECORUM SET BY SUPERIORS	<ol style="list-style-type: none"> <li>1. Be aware of standards of conduct</li> <li>2. Arrive at work punctually</li> <li>3. Be courteous, prudent, and considerate</li> <li>4. Avoid unnecessary profanity</li> <li>5. Counsel subordinates who are not behaving appropriately</li> </ol>
INDIVIDUAL ETHICAL BEHAVIOR	PERSONAL INTEGRITY		ACT ACCORDING TO AN ACCEPTABLE VALUE SYSTEM	<ol style="list-style-type: none"> <li>1. Identify the Army's ethical standards</li> <li>2. Articulate your personal value system and beliefs</li> <li>3. Discuss with superiors how personal value system relates to Army's standards and values</li> <li>4. Demonstrate fairness and honesty in dealing with others</li> <li>5. Express and discuss reasons for needing to be punctual, fair, honest, etc.</li> <li>6. Recite the officer's commission oath</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INDIVIDUAL ETHICAL BEHAVIOR	PERSONAL INTEGRITY		ACT AS ETHICAL ROLE MODEL	<ol style="list-style-type: none"> <li>1. Make truthful statements</li> <li>2. Defend personal beliefs</li> <li>3. Give accurate information</li> <li>4. Recognize and avoid conflict of interest situations</li> <li>5. Avoid infringing upon the rights of others</li> </ol>

# LEADERSHIP TRAINING AND DEVELOPMENT - OFFICER ADVANCED COURSE LEVEL

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS*
Technical Competency	Tactical Competency	Administrative Competency	Communication Competency
a. Common Skills	a. Company Level Opns	a. Bn Level Administration	a. Interpersonal Skills
ex: Write a Bn level operations order	ex: Conduct Rsn	ex: Support operation of the PAC	ex: Provide performance feedback
b. MOS Specific Skills	Supervision Competency	Logistical Competency	b. Organizational Skills
ex: Employ nuclear weapons	a. Inspecting	a. Direct efforts of unit maintenance personnel	ex: Employ NCO communications channel
	b. Training		Human Relations Competency
	ex: Supervise the conduct of unit training		a. Intra-group Skills
			ex: Recognize individual needs
			b. Inter-group Skills
			ex: Develop team work
			Counseling Competency
			a. Personal Counseling Skills
			ex: Assist individuals to develop action plans
			b. Performance counseling
			ex: Conduct performance appraisal interview

LEADERSHIP TRAINING AND DEVELOPMENT - OFFICER ADVANCED COURSE LEVEL  
(continued)

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS*
			Management Science Competency
			a. Organizing
			ex: Establish company level teams
			b. Training
			ex: Supervise the conduct of unit training
			Decision Making Competency
			a. Decision Analysis
			EX: Resolve urgent problems
			Planning Competency
			a. Programming
			EX: Set short term goals
			Ethical Competency
			a. Individual ethics
			EX: Act according

# LEADERSHIP TRAINING AND DEVELOPMENT - OFFICER ADVANCED COURSE LEVEL (continued)

INDIVIDUAL SKILLS*	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS*
			Ethical Competency - cont.
			to acceptable value system
			b. Professionalism
			EX: Recognize the impact of role modeling

\*Note: Specific tasks within each dimension vary by organizational level only one example is provided for each dimension. The dimension listed under the OE category apply across all four skill categories.

## INDIVIDUAL SKILLS



COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TECHNICAL	COMMON INDIVIDUAL SKILL		WRITE A BN LEVEL OPERATIONS ORDER	<ol style="list-style-type: none"> <li>1. Identify the functions of all Bn level elements</li> <li>2. Specify their capabilities and limitations</li> <li>3. Identify administration and support requirements</li> <li>4. Identify resources required whose control is external to Bn, e.g., Fire Support</li> <li>5. Specify mission of Bn and higher level units</li> <li>6. Identify status of equipment</li> <li>7. Describe enemy strength and capabilities</li> <li>8. List the format for the operations order</li> </ol>
TECHNICAL	NBS SPECIFIC SKILLS	TACTICS	EMPLOY NUCLEAR WEAPONS	<ol style="list-style-type: none"> <li>1. Identify weapons with nuclear capability</li> <li>2. Specify individual weapon's capabilities</li> <li>3. Compute radiation and blast danger areas</li> <li>4. Compute fallout danger levels</li> <li>5. Estimate target damage statistics</li> </ol>

## COLLECTIVE SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COLLECTIVE	COMPANY LEVEL OPERATIONS	CONDUCT RSOP	<ol style="list-style-type: none"> <li>1. Receive march order from higher headquarters</li> <li>2. Verify coordinates of general area of occupation</li> <li>3. Conduct map reconnaissance</li> <li>4. Identify battery personnel whose skills will be required for move</li> <li>5. Select recon. party</li> <li>6. Specify equipment required for RSOP</li> <li>7. Give orders to XO pertaining to activities in your absence</li> <li>8. Move to general area of occupation</li> <li>9. Evaluate terrain for suitability of firing practices</li> <li>10. Identify obstacles to positioning of guns</li> </ol>
TACTICAL	COLLECTIVE (COMPANY LEVEL SUPERVISORY SKILLS)	ORGANIZING	DEVELOP OPERATIONAL PLANS	<ol style="list-style-type: none"> <li>1. Recall procedures for company level tactics</li> <li>2. Receive operational objective from higher headquarters</li> <li>3. Assess completeness of orders</li> <li>4. Solicit missing or unclear information from higher headquarters</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COLLECTIVE	ORGANIZING	DETERMINE EFFICIENT PROCEDURES	<ol style="list-style-type: none"> <li>5. Interpret and translate orders into necessary action at company level</li> <li>6. Construct plan to implement action</li> <li>7. Evaluate plan with key subordinates</li> <li>1. Recall routine operating procedures</li> <li>2. Evaluate routine procedures with respect to operational objectives</li> <li>3. Identify problem areas</li> <li>4. Subject input from key subordinates regarding procedures</li> <li>5. Construct new set of procedures to handle problem areas</li> <li>6. Have subordinates assess new procedures</li> <li>7. Test procedures out</li> <li>8. Reformulate plans as necessary</li> </ol>
TACTICAL	COMPANY LEVEL SUPERVISORY SKILLS	DIRECTING	DEFINE SUBORDINATE SUPERVISORY RESPONSIBILITY	<ol style="list-style-type: none"> <li>1. Identify tasks subordinate must accomplish</li> <li>2. Classify tasks into those which are routine and those which are not routine</li> <li>3. Check operating procedures to ensure that routine tasks are included</li> <li>4. Discuss tasks with subordinate</li> <li>5. Explain non-routine tasks</li> <li>6. Summarize routine tasks</li> <li>7. Have subordinate restate task discussion</li> <li>8. Assess restatement for completeness</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL COMPETENCY	COMPANY LEVEL SUPERVISORY SKILLS	DIRECTING	CORRECT UNDESIR- ABLE BEHAVIOR	<ol style="list-style-type: none"> <li>1. Specify performance standards</li> <li>2. Specify desired personal behavior</li> <li>3. Describe desired behavior to unit</li> <li>4. Develop plan to detect non-conformity with desired behaviors</li> <li>5. Specify to subordinates necessity for desired behaviors</li> <li>6. Develop action plan to deal with non-compliance</li> <li>7. State action to be taken for non-compliance</li> <li>8. Implement action plan</li> </ol>
TACTICAL	COMPANY LEVEL SUPERVISORY SKILL	DIRECTING	ENFORCE ORGANI- ZATIONAL RULES	<ol style="list-style-type: none"> <li>1. Identify organizational rules which apply to unit</li> <li>2. Cite rules to subordinates</li> <li>3. Specify rationale behind rules</li> <li>4. Develop action plan to enforce rules</li> <li>5. Interpret rules for subordinates</li> <li>6. Identify indicators of non-compliance with rules</li> <li>7. Implement plan</li> <li>8. Provide feedback of plan's operation to subordinates</li> </ol>
TACTICAL	COMPANY LEVEL SUPERVISORY	INSPECTING	PERFORM SAFETY INSPECTIONS	<ol style="list-style-type: none"> <li>1. Identify safety hazards at company level</li> <li>2. Develop safety indicators</li> <li>3. Develop plan to collect safety information</li> <li>4. Supervise subordinate roles in unit safety procedures</li> <li>5. Perform safety spot-checks</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COMPANY LEVEL SUPERVISORY	INSPECTING	CHECK MAINTENANCE LEVEL OF EQUIPMENT	<ol style="list-style-type: none"> <li>1. Describe equipment readiness requirement</li> <li>2. Cite maintenance standards necessary for readiness</li> <li>3. Identify maintenance indicators</li> <li>4. Recall unit maintenance plan/procedure</li> <li>5. Spot-check equipment maintenance indicators</li> <li>6. Take corrective action</li> </ol>
TACTICAL	COMPANY LEVEL SUPERVISORY SKILLS	TRAINING	SUPERVISE THE ORIENTATION AND TRAINING OF NEW SOLDIERS	<ol style="list-style-type: none"> <li>1. Identify unit procedures for orienting and training new soldiers</li> <li>2. Evaluate unit training procedures</li> <li>3. Assess training plan with respect to operational requirements</li> <li>4. Identify deficiencies or shortcomings</li> <li>5. Recognize role of chain of command in training activities</li> <li>6. Critique First Sgt training effort</li> <li>7. Measure training success</li> <li>8. Recommend to First Sgt way to correct training deficiencies</li> <li>9. Support NCO training program</li> </ol>
TACTICAL	COMPANY LEVEL SUPERVISORY	MOTIVATING	RECOGNIZE SUBORDINATE NEEDS	<ol style="list-style-type: none"> <li>1. Describe the relationship between needs and motivation</li> <li>2. Identify common soldier needs</li> <li>3. Generalize how needs are manifested by specific behaviors</li> <li>4. Specify chain of commands assumptions regarding subordinate needs</li> <li>5. Formulate plan to talk to subordinate</li> <li>6. Test out assumptions by talking to and observing subordinates</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	SUPERVISORY SKILL	DIRECTING, MOTIVATING	ADMINISTER REWARDS AND PUNISHMENT	<ol style="list-style-type: none"> <li>1. Identify rewards available at company level</li> <li>2. Cite procedures to employ them</li> <li>3. Identify rewards requiring higher level approval</li> <li>4. Cite procedures necessary to employ them</li> <li>5. Develop unit reward plan</li> <li>6. Identify critical performance standards</li> <li>7. Communicate standards to unit</li> <li>8. Cite punishments available at company level</li> <li>9. Cite procedures to employ them</li> <li>10. Identify punishments requiring higher level approval</li> <li>11. Develop unit plan to employ punishment</li> <li>12. Identify minimal standards and duty levels</li> <li>13. Communicate standards to soldiers</li> <li>14. Enforce unit punishment plan</li> <li>15. Apply rewards/punishments equitably</li> <li>16. Cite relationship between rewards and punishment and motivation and morale</li> <li>17. Apply rewards in a timely fashion</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COMPANY LEVEL SUPERVISORY SKILL	MOTIVATING	MAINTAIN UNIT COHESION	<ol style="list-style-type: none"> <li>1. Specify ways of developing cohesion</li> <li>2. Identify indicators of unit cohesion</li> <li>3. Describe importance of cohesion to subordinates</li> <li>4. Design tasks to require team effort</li> <li>5. Prepare activities requiring maximum unit participation</li> </ol>
TACTICAL	SUPERVISORY SKILL	MOTIVATING	ENRICH SUBORDI- NATES' JOBS	<ol style="list-style-type: none"> <li>1. Identify performance requirements</li> <li>2. Assess resources to meet requirement</li> <li>3. Classify requirements into jobs</li> <li>4. Analyze jobs for content</li> <li>5. Evaluate quality of content</li> <li>6. Determine capabilities of subordinate</li> <li>7. Clarify needs</li> <li>8. Expand jobs to intergrate job require- ments and subordinates' needs</li> </ol>
TACTICAL	COMPANY LEVEL SUPERVISORY SKILL	TRAINING	SUPERVISE THE CONDUCT OF UNIT TRAINING	<ol style="list-style-type: none"> <li>1. Maintain training publications</li> <li>2. Evaluate effectiveness of battalion training</li> <li>3. Prepare training management administrative SOP</li> <li>4. Conduct instruction training</li> <li>5. Plan/administer platoon/company ARTEP's</li> <li>6. Prepare OJT program of instruction</li> <li>7. Prepare unit MOS/skill level project</li> <li>8. Conduct Skill Qualification tests</li> <li>9. Prepare training ammunition request</li> <li>10. Analyze/interpret ARTEP/SQT results</li> <li>11. Prepare training highlights</li> </ol>



. SUPPORT SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ADMINISTRATIVE	SUPPORT		SUPPORT OPERATION OF THE PAC	<ol style="list-style-type: none"> <li>1. Report casualties</li> <li>2. Implement policies to bar reenlistment</li> <li>3. Implement procedures for extension of enlistment</li> <li>4. Implement "flagging actions"</li> <li>5. Comply with army privacy program</li> <li>6. Prepare pre-trial enforcement paper work</li> <li>7. Prepare a transmittal letter for court martial</li> <li>8. Prepare chapter 8 discharge form</li> <li>9. Prepare OER</li> <li>10. Prepare Unit Readiness Report</li> <li>11. Maintain company bulletin board</li> <li>12. Provide information to SIDPERS</li> </ol>
LOGISTICAL	SUPPORT	SUPPLY	SUPPORT THE OPERATION OF THE SUPPLY ADMINISTRATION CENTER (SAC)	<ol style="list-style-type: none"> <li>1. Maintain hand receipts for company property</li> <li>2. Conduct inventories</li> <li>3. Coordinate with the S-4 for the solution of supply related problems</li> <li>4. Notify Bn SAC of desired property breakdown within company</li> <li>5. Review and verify monthly printout of installation and unit property</li> <li>6. Notify SAC of returning of unserviceable supplies</li> <li>7. Prepare DA Form 3078 for pre-confine-ment clothing and equipment inventory</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
LOGISTICS	SUPPORT	MAINTENANCE	DIRECT THE EFFORTS OF COMPANY MAINTENANCE PERSONNEL AND REQUEST ASSISTANCE FROM THE MAC AS REQUIRED	<ol style="list-style-type: none"> <li>1. Ensure that equipment operators comply with administrative requirements of the MAC</li> <li>2. Conduct motor stables</li> <li>3. Review DA Form 285 - Accident Report</li> <li>4. Initiate request to recover disabled vehicle</li> <li>5. Ensure that equipment and crew report to MAC for scheduled maintenance</li> <li>6. Establish the priority of work on unit's equipment</li> </ol>
				<ol style="list-style-type: none"> <li>1. Prepare request for dining facility support</li> </ol>

O E SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	SENDING	DOWNWARD COMMUNICATION	PROVIDE PERFORMANCE FEEDBACK	<ol style="list-style-type: none"> <li>1. Identify performance criteria</li> <li>2. Specify criteria in measurable form</li> <li>3. Identify desired performance standards</li> <li>4. Gather performance data</li> <li>5. Compare performance data with stated standards</li> <li>6. Communicate information to subordinates/superiors</li> </ol>
				<ol style="list-style-type: none"> <li>1. Identify target audience</li> <li>2. Select technique for communicating information</li> <li>3. Construct communication message</li> <li>4. Select distribution means to get information to subordinates</li> <li>5. Edit information for audience reception level</li> <li>6. Solicit feedback about information effort</li> <li>7. Repeat communication effort</li> </ol>
INTERPERSONAL COMMUNICATION	SENDING	DOWNWARD COMMUNICATION	DISSEMINATE INFORMATION	<ol style="list-style-type: none"> <li>1. Gather information</li> <li>2. Organize the briefing</li> <li>3. Visualize yourself in the listener's place</li> <li>4. Construct the briefing so that it is specific, clear, and concise</li> <li>5. Use visual aids</li> <li>6. Support briefing statements with data</li> <li>7. Rehearse briefing</li> </ol>
				<ol style="list-style-type: none"> <li>1. Gather information</li> <li>2. Organize the briefing</li> <li>3. Visualize yourself in the listener's place</li> <li>4. Construct the briefing so that it is specific, clear, and concise</li> <li>5. Use visual aids</li> <li>6. Support briefing statements with data</li> <li>7. Rehearse briefing</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	RECEIVING	LISTENING	LISTEN EMPATHICALLY	<ol style="list-style-type: none"> <li>1. Identify factors that affect listening ability</li> <li>2. State the impact emotions have on listening behavior</li> <li>3. Listen to subordinate problems</li> <li>4. Summarize interviews</li> <li>5. Note non-verbal responses</li> <li>6. Compare verbal with non-verbal responses</li> <li>7. Solicit feedback on accuracy of comparison effort</li> </ol>
INTERPERSONAL COMMUNICATION	EVALUATING	OBSERVATION	RESPOND TO NON-VERBAL CUES	<ol style="list-style-type: none"> <li>1. Identify the principles of non-verbal communication</li> <li>2. Recognize non-verbal cues</li> <li>3. Respond to non-verbal communication efforts</li> <li>4. Test out responses with subordinates</li> </ol>
INTERPERSONAL COMMUNICATION	SENDING	PERSUASION	INFLUENCE OTHERS	<ol style="list-style-type: none"> <li>1. State two theories of persuasion</li> <li>2. State two motivational concepts critical to the influence attempt</li> <li>3. Select sources to be used in a message</li> <li>4. Specify the relationship between message sources and evidence cited to support source</li> <li>5. Organize the message</li> <li>6. Select language to be used in message effort</li> <li>7. Evaluate results</li> </ol>

COMPETENCY	SKILL		TASK	ENABLING TASKS
	RECEIVING	(SUBSKILL) CONCEPTUAL		
INTERPERSONAL COMMUNICATION			SYNTHESIZE INFORMATION	<ol style="list-style-type: none"> <li>1. Gather information</li> <li>2. Identify ideas contained in information episode</li> <li>3. State knowledge of trends, theories, and criteria regarding subject matter</li> <li>4. Comprehend subject content by translating, extrapolating and applying content to different situations</li> <li>5. Analyze the elements and relationships of the message</li> <li>6. Synthesize the elements into a whole by producing a plan or proposed set of operations</li> </ol>
ORGANIZATIONAL COMMUNICATION	SENDING	UPWARD COMMUNICATION	EMPLOY UPWARD COMMUNICATION CHANNELS	<ol style="list-style-type: none"> <li>1. Understand the value of upward communications to subordinates and supervisors</li> <li>2. Identify barriers to upward communication</li> <li>3. Identify barriers which involve the organization</li> <li>4. State the barriers involving superiors</li> <li>5. Determine what information should be communicated upward</li> <li>6. State the principles for communication upward</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL COMMUNICATION	SENDING	SYNTHESIZING	PROVIDE STATUS REPORTS OF ORGANIZATIONAL PERFORMANCE	<ol style="list-style-type: none"> <li>1. Determine what information should be communicated upward</li> <li>2. Identify performance criteria</li> <li>3. Gather performance data</li> <li>4. Organize data into message</li> <li>5. Select target audience</li> <li>6. Select method of transmitting information</li> <li>7. Communicate message</li> <li>8. Evaluate effectiveness of message effort</li> <li>9. Provide/solicit feedback</li> </ol>
ORGANIZATIONAL COMMUNICATION	SENDING	DOWNWARD COMMUNICATION	EMPLOY NCO COMMUNICATION CHANNEL	<ol style="list-style-type: none"> <li>1. State the principles of utilizing multiple channels</li> <li>2. Specify the limitations of the formal communication channel</li> <li>3. Identify key individuals who control the informal communication channel</li> <li>4. Establish liaison with key individuals (NCO's)</li> <li>5. Prepare messages to be communicated in the NCO channel</li> <li>6. Transmit messages to key NCO's</li> <li>7. Provide NCO's facilities/support for employing NCO channel</li> <li>8. Solicit feedback regarding effectiveness of NCO's communication efforts</li> </ol>



COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL COMMUNICATION	SENDING COMMUNICATION	HORIZONTAL	EMPLOY HORIZONTAL COMMUNICATION CHANNELS	<ol style="list-style-type: none"> <li>1. Identify the principles of communication theory affecting horizontal communication efforts</li> <li>2. State the value of horizontal communication</li> <li>3. Identify barriers to horizontal communication</li> <li>4. Identify key organizational areas requiring coordination</li> <li>5. Identify individuals to perform liaison function</li> <li>6. Create time for liaison to occur</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING	RECOGNIZE INDIVIDUAL NEEDS	<ol style="list-style-type: none"> <li>1. State how needs relate to motivation theory</li> <li>2. Recognize how needs influences behavior</li> <li>3. State ways of identifying individual needs</li> <li>4. Understand role of perception in affecting the identification of individual needs</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING	INTEGRATE INDIVIDUAL NEEDS WITH ORGANIZATIONAL NEEDS	<ol style="list-style-type: none"> <li>1. State how needs influence behavior</li> <li>2. Identify subordinates' needs</li> <li>3. Identify organizational needs</li> <li>4. Understand how integration of individual/organizational needs will benefit organization</li> <li>5. Develop plan to integrate individual needs with organizational needs</li> <li>6. Communicate plan to subordinates</li> <li>7. Identify areas of inconsistency</li> <li>8. Solicit feedback from subordinates</li> <li>9. Implement plan</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	DEVELOPING	EXPAND SUBORDINATES' KNOWLEDGE AND SKILLS	<ol style="list-style-type: none"> <li>1. Understand the relation between continuing education and motivation</li> <li>2. Identify subordinates knowledge and skill needs</li> <li>3. Relate needs to organization needs</li> <li>4. Develop plan to permit continuing education and skill development</li> <li>5. Communicate plan to subordinates</li> <li>6. Reinforce subordinate participation</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	DEVELOPING	DEVELOP PLAN TO FAMILIARIZE NEW SOLDIERS WITH ASSIGNED JOBS	<ol style="list-style-type: none"> <li>1. Identify subordinate needs when assigned new job</li> <li>2. Develop unit plan to handle new arrivals</li> <li>3. Communicate plan to MCO's</li> <li>4. Implement plan</li> <li>5. Solicit feedback from new soldier concerning plan</li> </ol>
HUMAN RELATIONS	INTER-GROUP	COORDINATING	DEVELOP TEAM WORK AMONG SUBORDINATE GROUPS	<ol style="list-style-type: none"> <li>1. Identify subordinate team goals</li> <li>2. State organizational goals</li> <li>3. Relate team goals to unit goals</li> <li>4. Specify tasks requiring inter-team cooperation</li> <li>5. Reward effective inter-team effort</li> <li>6. Facilitates discussion between team leaders</li> <li>7. Identify special needs and interests of minority groups</li> <li>8. Develop and provide specific situations to facilitate inter-communication among various entities in unit</li> <li>9. Demonstrate objectivities and impartiality by not singling out any minority groups</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
PERSONAL COUNSELING	PROBLEM SOLVING	IDENTIFY SUBORDINATES WITH SERIOUS PERSONAL PROBLEMS	<ol style="list-style-type: none"> <li>1. Recognize symptoms of serious personal confusion, depression, or disorientation</li> <li>2. Check out perception that individual has a problem by talking to him or his peers</li> <li>3. Check individual's performance record to see if it reflects shifts in performance levels</li> </ol>
PERSONAL COUNSELING	CLARIFICATION	CLARIFY THE STANDARDS OF BEHAVIOR THAT THE ORGANIZATION EXPECTS ITS MEMBERS TO CONFORM TO	<ol style="list-style-type: none"> <li>1. Disseminate behavior standards</li> <li>2. Discuss standards of conduct with subordinates</li> <li>3. Establish reward and punishment system to reinforce the standards</li> <li>4. Talk to subordinates who are not meeting the standards</li> <li>5. Role model the standards</li> <li>6. Solicit subordinates' feedback about relevancy of standards</li> <li>7. Recognize changing societal values and mores</li> <li>8. Recommend separation of employee who will not meet the standards</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
PERSONAL COUNSELING	CLARIFYING	ARTICULATE HOW INAPPROPRIATE CONDUCT CAN ADVERSELY AFFECT THE ORGANIZATION'S REPUTATION	<ol style="list-style-type: none"> <li>1. Discuss with subordinates incidents in which the organization has been criticized or rebuked because of the action of one or more of its members</li> <li>2. Publish examples in other organizations where inappropriate conduct has had negative repercussions</li> <li>3. Relate revision of AR 600-50 with outbreaks of personal misconduct</li> </ol>
PERSONAL COUNSELING	IDENTIFYING	IDENTIFY INAPPROPRIATE BEHAVIOR	<ol style="list-style-type: none"> <li>1. Be aware of the organization's standards of conduct</li> <li>2. Utilize the formal and informal communication networks to gain information about misconduct of subordinates</li> <li>3. Spend time with work units so as to be in a position to identify inappropriate conduct</li> </ol>
PERSONAL COUNSELING	INTERVIEWING	ENGAGE IN ONE-TO-ONE COUNSELING	<ol style="list-style-type: none"> <li>1. Set up appointment with individual identified as having prominent personal problem</li> <li>2. Discuss subordinate's behavior in a setting conducive to open communication</li> <li>3. Be familiar with techniques related to soliciting information from others</li> <li>4. Practice attending behavior</li> <li>5. Be able to read non-verbal behavior</li> <li>6. Know which referral agencies can better handle severe or complicated personal problems</li> <li>7. Develop action plan for resolution of manageable problem areas</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
PERFORMANCE COUNSELING	EVALUATING	ENGAGE IN INDIVIDUAL PERFORMANCE APPRAISALS	<ol style="list-style-type: none"> <li>1. Know individual job performance criteria</li> <li>2. Know 2-3 techniques to assess performance</li> <li>3. Select an assessment technique</li> <li>4. Measure subordinate's performance against performance standards</li> <li>5. Interpret the results of the assessment</li> <li>6. Provide feedback about subordinate's performance to him</li> <li>7. Devise and enact performance improvement plans</li> </ol>
PERFORMANCE COUNSELING	EVALUATING	DEVELOP AND IMPLEMENT PERFORMANCE IMPROVEMENT PLANS	<ol style="list-style-type: none"> <li>1. Identify areas where performance does not meet standards</li> <li>2. Discuss reasons for the performance short-fall</li> <li>3. Specify skills required to improve performance</li> <li>4. List options (on-the-job training courses, classes, etc.) that are available and that address skill development</li> <li>5. Match skill needs to particular developmental training program</li> <li>6. Secure funding for training</li> <li>7. Help individual arrange his schedule so as to receive training</li> <li>8. Evaluate skill improvement via new performance assessment</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	ORGANIZING	ESTABLISH GOALS	<ol style="list-style-type: none"> <li>1. Interpret orders from higher headquarters</li> <li>2. Translate orders into specific company level requirements</li> <li>3. Classify general company requirements into unit goals</li> <li>4. Separate unit goals into subtasks</li> <li>5. Estimate individual tasks required to accomplish subtasks</li> <li>6. Transform subtasks into subgoals</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING	ESTABLISH PRIORITIES	<ol style="list-style-type: none"> <li>1. Relate subgoals to overall goal</li> <li>2. Estimate importance of subgoals</li> <li>3. Attach a priority to subgoals</li> <li>4. Evaluate resources required to accomplish subgoals</li> <li>5. Contrast with existing resources</li> <li>6. Solicit additional resources necessary to accomplish goals</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING	ESTABLISH COMPANY LEVEL TEAMS	<ol style="list-style-type: none"> <li>1. Identify unit goals/subgoals</li> <li>2. Estimate personnel resources essential to accomplish mission</li> <li>3. Compare resource requirements with existing resources</li> <li>4. Determine when subordinate unit requires additional resources</li> <li>5. Create a special team to accomplish tasks</li> <li>6. Formulate plan for team building if necessary</li> <li>7. Recognize relationship of team effort to unit cohesion</li> </ol>

COMPETENCY	SKILL	TASK		ENABLING TASKS
		ORGANIZING	MANAGE DIFFERENCES	
MANAGEMENT SCIENCE				<ol style="list-style-type: none"> <li>1. Recognizes the presence of different opinions</li> <li>2. Describe techniques of coping with opposing view points</li> <li>3. Relate individual/team opinions to unit goals</li> <li>4. Translate unit goals into individual team action</li> <li>5. Demonstrate methods that facilitate cooperation</li> </ol>
MANAGEMENT SERVICE		CONTROLLING	ESTABLISH A REPORTING SYSTEM	<ol style="list-style-type: none"> <li>1. Identify critical data for mission accomplishment</li> <li>2. Recognize individuals possessing critical information</li> <li>3. Relate information location to chain of command</li> <li>4. Prescribe procedures for getting information to chain of command</li> <li>5. Formalize procedures into a reporting system</li> </ol>
MANAGEMENT SCIENCE		EVALUATION	DEVELOP UNIT PERFORMANCE	<ol style="list-style-type: none"> <li>1. Identify unit goals mission</li> <li>2. Separate goals into critical subtasks</li> <li>3. Compute performance levels required to attain tasks</li> <li>4. Practice subtasks</li> <li>5. Evaluate effectiveness of performance levels</li> <li>6. Reformulate standards</li> </ol>



COMPETENCY	SKILL	TASK		ENABLING TASKS
		EVALUATING	MEASURE RESULTS	
MANAGEMENT SCIENCE				<ol style="list-style-type: none"> <li>1. Identify performance levels before implementing a plan</li> <li>2. Implement plan</li> <li>3. Gather performance data after plan</li> <li>4. Compare performance data after plan with levels before implementing plan</li> <li>5. Estimate impact of outside variables on performance levels</li> <li>6. Evaluate results</li> </ol>
MANAGEMENT SCIENCE	CONTROLLING	TAKE CORRECTIVE ACTION		<ol style="list-style-type: none"> <li>1. Identify desired outcomes (behavioral or performance)</li> <li>2. Gather data on actual outcomes</li> <li>3. Compare actual results with desired results</li> <li>4. Identify discrepancies</li> <li>5. Develop plan to overcome discrepancies</li> <li>6. Implement plan</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	OE	ORGANIZING	ORGANIZE AND PROVIDE INFORMATION TO OESO	<ol style="list-style-type: none"> <li>1. Identify major organizational elements</li> <li>2. Describe theories underlying organizational operations</li> <li>3. Explain the OE process</li> <li>4. Recognize the interdependence of organizational elements</li> <li>5. Identify different kinds of information</li> <li>6. Select technique for gathering information</li> <li>7. Summarize information</li> <li>8. Provide information to OESO</li> <li>9. Analyze problems of units so as to state interrelationships</li> <li>10. Collect data that demonstrate how parts of system are related</li> </ol>
MANAGEMENT SCIENCE	OE	ORGANIZING	INTERPRET OE ASSESSMENT	<ol style="list-style-type: none"> <li>1. Interpret data</li> <li>2. Analyze trends</li> <li>3. Detect problem areas</li> <li>4. Prioritize problem areas</li> </ol>
MANAGEMENT SCIENCE	OE	ORGANIZING	DEVELOP ACTION PLAN WITH OESO	<ol style="list-style-type: none"> <li>1. Formulate plan with OESO to address problems</li> <li>2. Specify organizational needs</li> <li>3. Set unit goals</li> <li>4. Establish intermediate milestones</li> <li>5. Coordinate unit goals with key reader</li> </ol>
MANAGEMENT SCIENCE	OE	ORGANIZING	ASSIST OESO IN IMPLEMENTING ACTION PLAN	<ol style="list-style-type: none"> <li>1. Identify resources and support requirements</li> <li>2. Communicate goals to subordinate elements</li> <li>3. Provide OESO time to implement plan</li> <li>4. Identify role to be played by supervisors and OESO</li> <li>5. Design a feedback mechanism</li> <li>6. Develop an evaluation plan with the OESO</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	OE	ORGANIZING	ASSIST OESO IN IMPLEMENTING ACTION PLAN	<ol style="list-style-type: none"> <li>1. Identify resources and support requirements</li> <li>2. Communicate goals to subordinate elements</li> <li>3. Provide OESO time to implement plan</li> <li>4. Identify role to be played by supervisors and OESO</li> <li>5. Design a feedback mechanism</li> <li>6. Develop an evaluation plan with the OESO</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
PLANNING	SCHEDULING	SCHEDULE WORK	<ol style="list-style-type: none"> <li>1. Assess what jobs have to be accomplished and their time frames</li> <li>2. Tally resources available to accomplish jobs</li> <li>3. Break down jobs into component tasks</li> <li>4. Assign subordinates responsibility for accomplishing tasks</li> <li>5. Communicate clearly task expectations</li> <li>6. Prioritize jobs</li> <li>7. Set up time table in which to accomplish tasks</li> <li>8. Publish time table</li> <li>9. Adapt work expectations to stated resource limitations</li> </ol>
PLANNING	PROGRAMMING	SET SHORT-TERM GOALS	<ol style="list-style-type: none"> <li>1. Analyze job demands within a short-term time perspective</li> <li>2. Re-evaluate unit goals every month or so</li> <li>3. Gather unit performance indices every week or two</li> </ol>
PLANNING	PROGRAMMING	ESTABLISH OPERATING PROCEDURES	<ol style="list-style-type: none"> <li>1. Evaluate unit goals</li> <li>2. Solicit feedback about subordinates' administrative needs</li> <li>3. Assess resources available to meet the unit goals and their capabilities</li> <li>4. Develop SOP's</li> <li>5. Write operations manuals</li> <li>6. Disseminate manuals or SOP's to subordinates</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
PLANNING	DIAGNOSING	IDENTIFY PROBLEMS	<ol style="list-style-type: none"> <li>1. Gather individual and unit performance measures</li> <li>2. Evaluate them for performance shortfalls</li> <li>3. Engage in performance counseling with individual or groups</li> <li>4. Solicit feedback and status reports from key staff members (ie, at weekly staff meetings)</li> <li>5. Encourage key subordinates to report problem that they cannot resolve</li> <li>6. Utilize grapevine to scout potential problem areas</li> <li>7. Evaluate impact of decisions, plans, policy both before implementation and after</li> <li>8. Identify "weak spots" in operations, systems, procedures, etc.</li> </ol>
PLANNING	PROGRAMMING	PUT PLANS AND PROGRAMS INTO EFFECT	<ol style="list-style-type: none"> <li>1. Distribute personnel, financial, and materiel resources according to plans made by superiors</li> <li>2. Conduct evaluation of plans</li> </ol>
PLANNING	DIAGNOSING	EVALUATE EFFECTIVENESS OF PLANS AND PROGRAMS	<ol style="list-style-type: none"> <li>1. Determine measurable outcomes to be assessed</li> <li>2. Appraise short-term effects of implementing plans and programs</li> <li>3. Critique poor plans and programs (those which fail to meet objectives)</li> <li>4. Report to superiors the outcomes of plans, programs</li> <li>5. Make recommendations to superiors about changes in plans, programs</li> <li>6. Report to subordinates the results of assessment</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
	FLEXIBILITY	ADAPT TO CHANGE	
PLANNING			<ol style="list-style-type: none"> <li>1. Understand how human behavior is affected by change</li> <li>2. State theories of change</li> <li>3. Identify the requirements for change</li> <li>4. Keep informed of impending and likely changes</li> <li>5. Evaluate repercussions and implications (short and long-term) of change</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PLANNING	GOAL SETTING		SET SHORT-TERM UNIT OBJECTIVES	<ol style="list-style-type: none"> <li>1. Identify parent unit goals</li> <li>2. Clarify unit needs and requirements</li> <li>3. Compute personnel, material requirements</li> <li>4. Assess skills of unit personnel</li> <li>5. Establish priorities</li> <li>6. Set deadlines, time parameters</li> <li>7. Establish 1-6 month goals consistent with unit requirements and available resources</li> <li>8. Request additional resources if necessary</li> <li>9. Inform subordinates of objectives</li> <li>10. Interrelate unit objectives with other units</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PLANNING	PROGRAMMING		ESTABLISH PROCEDURES	<ol style="list-style-type: none"> <li>1. Describe existing routine operational PROCEDURES</li> <li>2. Identify tasks to be accomplished</li> <li>3. Assess how routine procedures facilitate the accomplishment of task requirements</li> <li>4. Identify areas lacking procedures</li> <li>5. Identify those people who are responsible for tasks</li> <li>6. Solicit suggestions for procedural steps from those responsible for accomplishing tasks</li> <li>7. Identify policy guidelines affecting procedures</li> <li>8. Write procedural steps for task accomplishment which are consistent with policy guidelines</li> <li>9. Carry out procedural steps to see if they accomplish task efficiently and effectively</li> <li>10. Revise procedure as necessary</li> <li>11. If no revision is necessary, publish and distribute new SOP</li> </ol>
PLANNING	PROGRAMMING		DEVELOP AN ACTION PLAN TO ACHIEVE UNIT GOALS AND OBJECTIVE	<ol style="list-style-type: none"> <li>1. Identify and understand general work unit goals and objectives</li> <li>2. Note the overlap with other units' objectives</li> <li>3. Break the objectives down into measurable goals</li> <li>4. List the specific job requirements which must be accomplished to achieve goals</li> </ol>



COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
				5. Identify available resources (men, money, material) 6. Match resources to goals 7. Modify goals or request additional resources when resources do not match goals 8. Prioritize goals 9. Establish evaluation plan to ensure that goals are met 10. Assign responsibilities 11. Allocate resources 12. Implement plan

COMPETENCY	SKILL	TASK	ENABLING TASKS
DECISION MAKING	DECISION ANALYSIS, PROBLEM SOLVING	RESOLVE URGENT PROBLEMS	<ol style="list-style-type: none"> <li>1. Identify the problem</li> <li>2. Break the problem down into manageable parts</li> <li>3. State 3-5 major aspects of the problem</li> <li>4. Check out perceptions of the probable cause of the problem</li> <li>5. Gather facts and information</li> <li>6. Talk to people involved</li> <li>7. Clarify the extent of the problem</li> <li>8. Identify and list courses of action</li> <li>9. Select the best course of action</li> <li>10. Assign responsibility for solution</li> <li>11. Implement the selected course of action</li> <li>12. Obtain feedback on the decision effectiveness</li> <li>13. Evaluate effectiveness of solution by checking to see if problem's eliminated or continues</li> </ol>
DECISION MAKING	CONCEPTUAL	COMPREHEND THE DECISION MAKING PROCESS	<ol style="list-style-type: none"> <li>1. Identify the steps in the decision making process</li> <li>2. Translate the decision steps into subtasks</li> <li>3. Practice the decision making process in a controlled situation</li> <li>4. Evaluate the results of the practice effort</li> <li>5. Identify the principles involved in the process</li> <li>6. Apply the principles to other decision situations</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
DECISION MAKING	DECISION IMPLEMENTATION	IMPLEMENT HIGHER LEVEL DECISIONS	<ol style="list-style-type: none"> <li>1. Translate higher level decisions into company level requirements</li> <li>2. Break down decisions into specific components</li> <li>3. Identify standardized procedures involving decision implementation</li> <li>4. Estimate impact of decision on unit operations</li> <li>5. Formulate plans to implement decision</li> <li>6. Identify lower level decisions required</li> <li>7. Perform decision analysis on lower level decisions</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
INDIVIDUAL PROFESSIONAL APPEARANCE	PRIDE IN PERSONAL APPEARANCE	CONFORM TO PERSONAL APPEARANCE STANDARDS	<ol style="list-style-type: none"> <li>1. Wear only clean, stylish, pressed and unfrayed uniforms with the appropriate attached insignia</li> <li>2. Keep hair length trimmed to regulation standards</li> <li>3. Talk one-on-one to subordinates not conforming to standards of dress, personal hygiene</li> </ol>
INDIVIDUAL PROFESSIONAL BEHAVIOR	PROFESSIONAL ROLE MODELING	RECOGNIZE THE IMPACT OF ROLE MODELING	<ol style="list-style-type: none"> <li>1. Indicate an understanding of the necessity to role model professional behavior as a leader</li> <li>2. Identify the behavior requirements of the leadership role as they shift by level</li> <li>3. Recognize value of maintaining social distance and begin to detach oneself from socializing too frequently with immediate subordinates outside work environment</li> </ol>
INDIVIDUAL ETHICAL BEHAVIOR	PERSONAL INTEGRITY	ACT ACCORDING TO ACCEPTABLE VALUE SYSTEM	<ol style="list-style-type: none"> <li>1. Identify the Army's ethical standards, values</li> <li>2. Identify personal value system and beliefs</li> <li>3. Establish congruence between individual and organizational standards</li> <li>4. Discuss the officer's commission oath with subordinates</li> <li>5. Show acceptance of increasing behavior constraints on leaders in higher levels</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASKS
INDIVIDUAL ETHICAL BEHAVIOR	PERSONAL INTEGRITY	ACT AS ETHICAL ROLE MODEL	<ol style="list-style-type: none"> <li>1. Make truthful statements</li> <li>2. Defend personal beliefs</li> <li>3. Give accurate information</li> <li>4. Recognize and avoid conflict of interest situations</li> <li>5. Conform to ethical standards set by the organization</li> <li>6. Avoid infringing upon the rights of others</li> </ol>

# LEADERSHIP TRAINING AND DEVELOPMENT - CGSC LEVEL

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS*
Technical Competency	Tactical Competency	Administrative Competency	Communication Competency
a. Common Skills	A. Offensive Operations	a. Administration	a. Interpersonal Skills
EX: Prepare a staff study	EX: Conduct deliberate daylight attack	EX: Create/modify TOE	EX: Interview subordinates
	Supervision Competency	Logistical Competency	b. Organizational Skills
	a. Division Level	a. Logistics	EX: Facilitate organizational communications
	1. Directing	EX: Supervise operation of the 8n Consolidated Dining Facility	Human Relations Competency
	EX: Perform quality control task		a. Intra-group Skills
	2. Organizing		EX: Clarify organization expectations regarding behavior
	EX: Select qualified soldiers		b. Inter-group Skills
			EX: Integrate varying staff group interests
			Counseling Competency
			a. Personal Counseling Skills
			EX: Make referrals
			b. Performance Counseling Skills
			EX: Develop performance appraisal system

\*Note: Specific tasks within each dimension vary by organizational level. Only one example is provided for each dimension. The dimensions listed under the OE category apply across all four skill categories.

LEADERSHIP TRAINING AND DEVELOPMENT - CGSC LEVEL (Cont)

INDIVIDUAL SKILLS

COLLECTIVE SKILLS

SUPPORT SKILLS

OE SKILLS

Management Science Competency

a. Controlling

EX: Develop performance standards

b. Organizing

EX: Draw up an organizational chart

c. Negotiating

EX: Resolve conflict

d. Problem solving

EX: Solve problems

e. Evaluating

EX: Evaluate group performance

Decision Making Competency

a. Decision Analysis

EX: Select the decision process

b. Conceptual

EX: Anticipate future contingencies

# LEADERSHIP TRAINING AND DEVELOPMENT - C6SC LEVEL (Cont)

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS
			Planning Competency
			a. Forecasting
			EX: Forecast future problems
			b. Programming
			EX: Devise methods to implement policies
			c. Conceptual
			EX: Visualize organization from system perspective
			Ethical Competency
			a. Individual Ethics
			EX: Act as role model
			b. Professionalism
			EX: Display professional commitment
			c. Organizational Responsibility
			EX: Identify potential conflict of interest



## INDIVIDUAL SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TECHNICAL	INDIVIDUAL TECHNICAL SKILL		DEVELOP DIVISION OPERATIONS ORDERS	<ol style="list-style-type: none"> <li>1. Recall the operations order format</li> <li>2. Describe division level tactics</li> <li>3. Explain divisional units functions and responsibilities</li> <li>4. Compute divisional fire power and weapons capabilities</li> <li>5. Select command and control mechanisms</li> </ol>
TECHNICAL	INDIVIDUAL TECHNICAL SKILL		PREPARE A STAFF STUDY	<ol style="list-style-type: none"> <li>1. Describe staff study format</li> <li>2. Analyze task</li> <li>3. Gather information</li> <li>4. Synthesize information</li> <li>5. Interpret facts</li> <li>6. Construct outline</li> <li>7. Develop position</li> <li>8. Evaluate data to determine if position is supported</li> </ol>

COLLECTIVE SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	COLLECTIVE	OFFENSIVE OPERATIONS	CONDUCT DELIBERATE DAYLIGHT ATTACK	<ol style="list-style-type: none"> <li>1. Prepare to conduct the attack</li> <li>2. Issue warning order</li> <li>3. Prepare operations order</li> <li>4. Identify line of departure</li> <li>5. Plan artillery supporting fires</li> <li>6. Conduct the attack</li> <li>7. Displace Bn CP</li> <li>8. Conduct sustaining operations</li> </ol>
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	DIRECTING	REVIEW PERFORMANCE RESULTS	<ol style="list-style-type: none"> <li>1. Identify performance objectives</li> <li>2. Specify performance standards</li> <li>3. Develop performance measures</li> <li>4. Obtain performance data</li> <li>5. Compare performance data with standards</li> <li>6. Identify deficiencies</li> <li>7. Develop plan to gather performance data on a recurring basis</li> <li>8. Compute performance trends</li> <li>9. Analyze data</li> </ol>
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	DIRECTING	PERFORM QUALITY CONTROL TASK	<ol style="list-style-type: none"> <li>1. Determine desired product quality standards</li> <li>2. Communicate standards to subordinates</li> <li>3. Establish reporting system for quality control information</li> <li>4. Compute trends in product quality data</li> <li>5. Analyze quality control data</li> </ol>
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	DIRECTING	ESTABLISH PROCEDURAL CHECKS	<ol style="list-style-type: none"> <li>1. Describe routine organizational procedures</li> <li>2. Define tasks to be accomplished</li> <li>3. Assess tasks to determine if routine procedures provide sufficient control</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	DIRECTING	ESTABLISH PROCEDURAL CHECKS (CONT.)	<ol style="list-style-type: none"> <li>4. Evaluate tasks to determine critical elements</li> <li>5. Develop plan to ensure accomplishment of critical elements</li> <li>6. Design procedures to support and implement plan</li> </ol>
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	DIRECTING	ENSURE THAT OPERATIONS ARE PERFORMED EFFICIENTLY	<ol style="list-style-type: none"> <li>1. Identify major operational principles</li> <li>2. Specify standards essential to effective operations</li> <li>3. Develop procedures required for each operational function</li> <li>4. Establish procedural checks</li> <li>5. Estimate resources/time for operations</li> <li>6. Evaluate operational performance</li> </ol>
TACTICAL	COLLECTIVE (BATTALION COMMAND & INTERMEDIATE STAFF) LEVEL SUPERVISORY SKILLS	ORGANIZING	SELECT QUALIFIED SOLDIERS	<ol style="list-style-type: none"> <li>1. Identify critical tasks</li> <li>2. Describe standards of performance</li> <li>3. Gather performance data</li> <li>4. Evaluate performance levels</li> <li>5. Count number of subordinates performing at a high level</li> <li>6. Describe organizational selection procedures</li> <li>7. Integrate routine selection procedures with procedures dictated by manpower levels</li> </ol>
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	ORGANIZING	CREATE SPECIALIZED STUDY GROUPS	<ol style="list-style-type: none"> <li>1. Identify tasks to be analyzed</li> <li>2. Analyze task components</li> <li>3. Estimate skills required to solve task</li> <li>4. Assess unit personnel skills</li> <li>5. Organize team with correct skill mix</li> <li>6. Explain task to special team</li> <li>7. Evaluate team performance</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	ORGANIZING	COORDINATE SUB-UNIT OBJECTIVES	<ol style="list-style-type: none"> <li>1. Describe sub-unit tasks</li> <li>2. Analyze tasks to determine which ones required coordination</li> <li>3. Evaluate existing lines of communication to see if coordination is accounted for</li> <li>4. Create new lines of coordination where necessary</li> <li>5. Assess sub-unit performance</li> <li>6. Determine if proper coordination has occurred</li> </ol>
TACTICAL	BATTALION LEVEL SUPERVISORY SKILLS	ORGANIZING	ORIENT AND TRAIN IMMEDIATE SUBORDINATES	<ol style="list-style-type: none"> <li>1. Identify tasks to be performed</li> <li>2. Describe role and tasks of positions to be occupied</li> <li>3. Assess skill level of immediate subordinate</li> <li>4. Compare task requirements with subordinate skill levels</li> <li>5. Identify areas of deficiency</li> <li>6. Develop plans to train subordinates to reduce skill deficiencies</li> <li>7. Evaluate effectiveness of plan</li> <li>8. Reformulate plan</li> </ol>

## SUPPORT SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ADMINISTRATIVE	SUPPORT		SUPERVISE THE OPERATION OF THE BN PAC	<ol style="list-style-type: none"> <li>1. Review Military Justice forms ART-15's, Court-Martial Procedures</li> <li>2. Implement procedures of expeditious discharge program</li> <li>3. Prepare senior enlisted evaluation report</li> <li>4. Review OER's</li> <li>5. Implement trainee discharge program</li> </ol>
ADMINISTRATIVE	SUPPORT		CREATE/MODIFY TOE/TDA	<ol style="list-style-type: none"> <li>1. Identify manpower programs</li> <li>2. Describe procedures to create TDA/TOE</li> <li>3. Describe Dept of Army personnel assignment procedures</li> <li>4. Recognize theories of organizational design and apply them</li> </ol>
LOGISTICS	SUPPORT		SUPERVISE OPERATION OF THE BN SUPPLY ADMINISTRATION CENTER, MAINTENANCE ADMINISTRATION CENTER	<ol style="list-style-type: none"> <li>1. Review operation of the SAC</li> <li>2. Identify functional task of the SAC</li> <li>3. Solicit feedback on SAC operations from company commanders</li> <li>4. Facilitate discussion between SAC Bn staff</li> <li>5. Conduct motor stables</li> <li>6. Supervise MAC SOP's</li> </ol>
			SUPERVISE OPERATION OF THE BN DINING FACILITY	<ol style="list-style-type: none"> <li>1. Describe function of Bn dining facility</li> <li>2. Identify personnel resources and capabilities</li> <li>3. Identify indicators of efficiency of dining facility</li> <li>4. Review facility SOP's</li> <li>5. Solicit feedback from company commanders</li> </ol>



COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
LOGISTICAL	SUPPORT	STAFF STUDY	PREPARE LOGISTICS ANNEX	<ol style="list-style-type: none"> <li>1. Identify operations order format</li> <li>2. Describe elements required in Log annex</li> <li>3. Describe logistical support capabilities</li> <li>4. Identify Bn and Division mission</li> <li>5. Estimate logistical support requirements</li> </ol>

O E SKILLS

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	SENDING	WRITING	WRITE A REPORT OR MEMORANDUM (e.g., Trip Report, Investigative Report, Literature Review, Position Paper)	<ol style="list-style-type: none"> <li>1. Gather information</li> <li>2. Develop writing skills</li> <li>3. Construct outline</li> <li>4. Synthesize information</li> <li>5. Summarize and paraphrase information</li> <li>6. Analyze and interpret information</li> <li>7. Write conclusions</li> </ol>
	SENDING	SPEAKING	BRIEF SUPERIORS	<ol style="list-style-type: none"> <li>1. Gather information</li> <li>2. Construct an outline</li> <li>3. Rehearse verbal delivery</li> <li>4. Utilize public speaking techniques</li> <li>5. Employ audio-visual equipment</li> </ol>
	SENDING	NON-VERBAL	RESPOND TO NON-VERBAL CUES	<ol style="list-style-type: none"> <li>1. Recognize nonverbal behavior</li> <li>2. Synchronize nonverbal behavior with verbal behavior (say and do the same thing)</li> <li>3. Respond to audience feedback</li> </ol>
INTERPERSONAL COMMUNICATION	SENDING	PERSUASION	INFLUENCE OTHERS	<ol style="list-style-type: none"> <li>1. Establish credibility through expertise</li> <li>2. Gain trust</li> <li>3. Project dynamism (active or energetic behavior)</li> <li>4. Develop personal attraction</li> <li>5. Be familiar with persuasion theory</li> <li>6. Employ motivational techniques</li> <li>7. Decide whether to present problem or solution first</li> <li>8. Recognize effects of delivery</li> <li>9. Identify effects of language</li> </ol>
	RECEIVING	LISTENING	ATTEND MEETINGS	<ol style="list-style-type: none"> <li>1. Listen for comprehension</li> <li>2. Synthesize information</li> <li>3. Take concise notes</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INTERPERSONAL COMMUNICATION	SENDING	RESPONDING	PARTICIPATE IN MEETINGS	<ol style="list-style-type: none"> <li>1. Contribute information</li> <li>2. Ask questions</li> <li>3. Seek clarity or offer clarity</li> <li>4. Critique information</li> </ol>
INTERPERSONAL COMMUNICATION	RECEIVING	INTERVIEWING	INTERVIEW SUBORDINATES	<ol style="list-style-type: none"> <li>1. Listen for comprehension</li> <li>2. Interpret information</li> <li>3. Paraphrase statements</li> <li>4. Observe verbal and nonverbal behavior</li> <li>5. Ask questions</li> <li>6. Recognize feeling-laden statements</li> <li>7. Clarify information</li> <li>8. Summarize information</li> </ol>
INTERPERSONAL COMMUNICATION	SENDING	GROUP DISCUSSION SKILL	FACILITATE DISCUSSION	<ol style="list-style-type: none"> <li>1. Ensure free expression of group members' opinions</li> <li>2. Avoid evaluating group members' opinions</li> <li>3. Prevent premature group decisions</li> <li>4. Employ supportive behavior</li> </ol>
INTERPERSONAL COMMUNICATION	EVALUATING	PERCEPTUAL	OBSERVE BEHAVIOR	<ol style="list-style-type: none"> <li>1. Perceive verbal and nonverbal responses</li> <li>2. Test perceptions by asking questions, making a summary statement</li> </ol>
INTERPERSONAL COMMUNICATION	EVALUATING	EVALUATING	VERIFY ACCURACY OF INFORMATION	<ol style="list-style-type: none"> <li>1. Check out facts</li> <li>2. Identify discrepant data</li> <li>3. Make corrections, revisions</li> <li>4. Supplement with new data</li> </ol>
INTERPERSONAL COMMUNICATION	EVALUATING	IDENTIFICATION	RECOGNIZE LOSS, LACK, OR DISTORTION OF INFORMATION	<ol style="list-style-type: none"> <li>1. Understand information theory</li> <li>2. Recognize filtering of information</li> <li>3. Recognize information absorption</li> <li>4. Compare new information with old information</li> <li>5. Ask subordinates to review messages, reports for accuracy</li> <li>6. Check accuracy of messages, etc. by comparing verbal statements with written reports</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL COMMUNICATION	SENDING		DEVELOP INFORMAL COMMUNICATION CHANNELS	<ol style="list-style-type: none"> <li>1. Understand organization communication theory</li> <li>2. Recognize existence and importance of grapevine</li> <li>3. Recognize limitations of formal communication channels</li> <li>4. Understand how communication is lost in upward communication</li> <li>5. Utilize informal communication networks</li> </ol>
ORGANIZATIONAL COMMUNICATION	SENDING		EMPLOY NEO CHAIN	<ol style="list-style-type: none"> <li>1. Recognize differences in officer and NCO communication networks</li> <li>2. Establish relationship with key NCO leaders</li> <li>3. Understand how information is passed and changed as it flows downward</li> </ol>
ORGANIZATIONAL COMMUNICATION	SENDING		FACILITATE ORGANIZATIONAL COMMUNICATIONS	<ol style="list-style-type: none"> <li>1. Recognize impact of organizational structure on information flow</li> <li>2. Understand that objects, spatial arrangements, structure communicate a message</li> <li>3. Synchronize flow of messages in both formal and informal networks</li> <li>4. Employ and maintain horizontal as well as vertical channels</li> </ol>
ORGANIZATIONAL COMMUNICATION	SENDING	GIVING FEEDBACK	EMPLOY ORGANIZATIONAL FEEDBACK CHANNELS	<ol style="list-style-type: none"> <li>1. Recognize differences between verbal and written feedback techniques</li> <li>2. Specify the impact of feedback on organizational performance</li> <li>3. Discuss the relationship between the frequency of feedback responses and organizational performance</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL COMMUNICATION	SENDING	GIVING FEEDBACK	EMPLOY ORGANIZATIONAL FEEDBACK CHANNELS (Cont.)	4. Understand the relationship between type of feedback (e.g., positive or negative) and organizational performance
ORGANIZATIONAL COMMUNICATION	SENDING/RECEIVING	GIVING AND GETTING FEEDBACK	PROVIDE AND RECEIVE FEEDBACK ABOUT UNIT PERFORMANCE	1. Select the number of feedback responses which produce maximum performance change 2. Recognize the relationship between the quality of feedback and unit performance 3. Design a feedback system describing subunit performance
ORGANIZATIONAL COMMUNICATION	RECEIVING		ACCUMULATE AND SYNTHESIZE MULTIPLE UNIT PERFORMANCE INFORMATION	1. Design an information system to provide company/battalion level unit performance information 2. Identify performance criteria 3. Recognize the information processing limits of human beings 4. Understand the necessity for placing organizational restrictions on the free flow of information
ORGANIZATIONAL COMMUNICATION	EVALUATION		INTERPRET AND INTERPGATE INFORMATION	1. Synthesize information 2. Identify major conclusions from performance data 3. Recognize the impact of information on organizational mission accomplishment
ORGANIZATIONAL COMMUNICATION	EVALUATION		RELATE INFORMATION TO DECISION MAKING	1. Understand the relationship between decision-making and information flow 2. Determine if information data and decision requirements converge at same organization level 3. Recognize information loss upward

COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
PERSONAL COUNSELING	CLARIFYING STANDARDS ROLE MODELING	CLARIFY APPROPRIATE AND INAPPROPRIATE STANDARDS OF CONDUCT	<ol style="list-style-type: none"> <li>1. Disseminate behavior standards</li> <li>2. Role model desirable behavior</li> <li>3. Discuss standards with subordinates</li> <li>4. Reward exemplary behavior and punish undesirable or inappropriate conduct</li> </ol>
PERSONAL COUNSELING	MAKING REFERRALS	REFER SUBORDINATES WITH SERIOUS PERSONAL PROBLEMS TO MORE QUALIFIED INDIVIDUALS	<ol style="list-style-type: none"> <li>1. Be able to identify serious personal problems</li> <li>2. Discuss problem with subordinate</li> <li>3. Know what referral agencies are available and what their capabilities are</li> <li>4. Be familiar with procedures for making referrals</li> </ol>
PERSONAL COUNSELING	DECISION MAKING	ACT ON RECOMMEN- DATIONS FOR SEPARATING SUBORDINATES	<ol style="list-style-type: none"> <li>1. Initiate proceedings for separation</li> <li>2. Complete and submit proper forms, reports</li> </ol>
PERFORMANCE COUNSELING	INTERVIEWING	CONDUCT EXIT INTERVIEWS	<ol style="list-style-type: none"> <li>1. Obtain information about when subordinate plans to depart from unit or organization</li> <li>2. Set up appointment with subordinate to discuss his opinions regarding his work experience</li> <li>3. Prepare questions to ask</li> <li>4. Be familiar with interviewing techniques</li> <li>5. Make a summary report</li> <li>6. Inform superiors of relevant information</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PERFORMANCE COUNSELING	DESIGN		DEVELOP PERFORMANCE APPRAISAL SYSTEM	<ol style="list-style-type: none"> <li>1. Know how to set performance objectives</li> <li>2. Be familiar with appraisal techniques (e.g., comprehend assessment center process)</li> <li>3. Establish performance standards against which to evaluate individual and group performance</li> </ol>
PERFORMANCE COUNSELING	EVALUATING		ASSESS UNIT PERFORMANCE	<ol style="list-style-type: none"> <li>1. Know unit objectives</li> <li>2. Employ appropriate assessment techniques to evaluate unit performance</li> <li>3. Compare unit performance measures to other units</li> <li>4. Provide feedback to work group about unit performance</li> <li>5. Establish plan to improve or rectify unit performance problems</li> </ol>





COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	DEVELOPING OTHERS	TRAIN SUBORDINATES	<ol style="list-style-type: none"> <li>1. Identify tasks requiring training</li> <li>2. Develop institutional techniques to impart training</li> <li>3. Develop evaluation standards</li> <li>4. Evaluate success of training program</li> <li>5. Supervise subordinates' practice of tasks</li> <li>6. Be able to plan and coordinate the training of subordinate units</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	DEVELOPING OTHERS	DEVELOP SUBORDINATES	<ol style="list-style-type: none"> <li>1. Understand relationship between development and motivation</li> <li>2. Formulate plan to enhance workers' knowledge and skills</li> <li>3. Recognize the relationship between attitudes and skills</li> <li>4. Identify educational opportunities available in organization and community</li> <li>5. Implement continuing education plan</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	SELF-EXPRESSION	EXPRESS EMPATHY	<ol style="list-style-type: none"> <li>1. Focus on feeling and emotional states</li> <li>2. Summarize subordinates' feelings</li> <li>3. Reflect subordinate's position by restating or paraphrasing it</li> <li>4. Demonstrate attending behavior through posture, eye contact, verbal following behavior</li> <li>5. Convey concern</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING, JOB SATISFACTION	DEVELOP A SUPPORTIVE WORK ATMOSPHERE	<ol style="list-style-type: none"> <li>1. Know what a supportive climate is</li> <li>2. Develop trust</li> <li>3. Communicate openness</li> <li>4. Be familiar with the assumptions of human behavior</li> <li>5. Understand McGregor's Theory X vs. Theory Y position</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING, JOB SATISFACTION	DEVELOP A SUPPORTIVE WORK ATMOSPHERE (Cont.)	Encourage subordinates to participate in planning activities
	INTRA-GROUP	MOTIVATING	EMPLOY INTRINSIC MOTIVATORS	<ol style="list-style-type: none"> <li>1. Know the difference between intrinsic and extrinsic motivators.</li> <li>2. Understand the relationship between motivation and commitment</li> <li>3. Recognize effects of reward and punishment systems</li> <li>4. Understand theories of motivation (e.g., valence, expectancy theory, hierarchy of needs)</li> <li>5. Select an intrinsic reward, apply it, and assess its effects</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	MOTIVATING	RESPECT DIGNITY OF SUBORDINATES	<ol style="list-style-type: none"> <li>1. Make supportive statements</li> <li>2. Acknowledge subordinates' needs</li> <li>3. Allow subordinates to express their opinions</li> <li>4. Defend subordinates' opinions/positions to superiors</li> </ol>
HUMAN RELATIONS	INTRA-GROUP	COORDINATING	FACILITATE A WORKING RELATIONSHIP AMONG PRIMARY WORK GROUPS	<ol style="list-style-type: none"> <li>1. Identify varying work group goals</li> <li>2. Encourage subordinate work groups to participate in planning and decision-making activities</li> </ol>
HUMAN RELATIONS	INTER-GROUP	COORDINATING	COORDINATE AND INTEGRATE VARYING STAFF GROUP INTERESTS WITH THOSE OF THE ORGANIZATION	<ol style="list-style-type: none"> <li>1. Clarify roles of varying work groups</li> <li>2. Recognize the relationship between organizational life cycle and the necessity for human relations</li> <li>3. Assess where the organization is in its life cycle</li> <li>4. Identify group goals</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
HUMAN RELATIONS	INTER-GROUP	COORDINATING	COORDINATE AND INTEGRATE VARYING STAFF GROUP INTERESTS WITH THOSE OF THE ORGANIZATION (Cont.)	5. Relate group goals to the organization's superordinate goals 6. Establish communication networks between groups
HUMAN RELATIONS	INTER-GROUP	COORDINATING	FORMULATE WORK GROUP RELATIONS WITH OTHER INTERNAL ORGANIZATIONAL GROUPS (TO INCLUDE MINORITY GROUPS)	1. Recognize the presence and impact of other organizational groups 2. Be familiar with functions of other work groups 3. Establish communication with other groups and identify common interests and pursuits 4. Familiarize self with special needs and interests of minority groups 5. Develop and provide specific situations to facilitate interaction among various groups 6. Demonstrate objectivity and impartiality

COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	CONTROLLING	ESTABLISH A REPORTING SYSTEM	<ol style="list-style-type: none"> <li>1. Determine critical data needed</li> <li>2. Ascertain how and when to gather critical information</li> <li>3. Establish a mechanism to gather information</li> <li>4. Decide on the best method to collate and report information</li> </ol>
MANAGEMENT SCIENCE	CONTROLLING	DEVELOP PERFORMANCE STANDARDS	<ol style="list-style-type: none"> <li>1. Identify desired performance objectives</li> <li>2. Ensure that performance objectives are observable and measurable</li> <li>3. Communicate performance standards to subordinates</li> <li>4. Ensure that standards are understood</li> </ol>
MANAGEMENT SCIENCE	EVALUATING	MEASURE RESULTS	<ol style="list-style-type: none"> <li>1. Gather performance data</li> <li>2. Determine extent of deviation from goals and standards</li> </ol>
MANAGEMENT SCIENCE	EVALUATING	TAKE CORRECTIVE ACTION	<ol style="list-style-type: none"> <li>1. Interpret evaluation data</li> <li>2. Provide feedback to subordinates and superiors</li> <li>3. Adjust and revise plans</li> <li>4. Counsel subordinates to attain standards</li> <li>5. Employ reward and punishment tools</li> <li>6. Replan</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING	ESTABLISH AN ORGANIZATIONAL STRUCTURE	<ol style="list-style-type: none"> <li>1. Understand differences in types of organizational structures</li> <li>2. Identify the impact of varying organizational structures on workers' behavior</li> <li>3. Recognize environmental impact on selected organizational structures</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	ORGANIZING		CONTRACT WITH THE OESO TO ASSESS UNIT	1. Describe the four step OE process
				2. Identify major organizational elements
				3. Describe principal organization theories
				4. Recognize the interdependence of organizational elements
				5. Describe the role of the OESO
MANAGEMENT SCIENCE	ORGANIZING		ORGANIZE AND PROVIDE INFORMATION TO THE OESO	1. Identify different kinds of information
				2. Select techniques for gathering information
				3. Describe how the Bn level unit/staff is working
				4. Identify problem areas
				5. Solicit input from subordinate elements
				6. Analyze problems of subordinate units so as to state inter-relationships
				7. Collect data that demonstrates how parts of the system are related
				8. Provide support to OESO to assess units
MANAGEMENT SCIENCE	ORGANIZING		INTERPRET OE ASSESSMENT	1. Interpret the data
				2. Identify trends
				3. Prioritize problem areas

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	ORGANIZING		DEVELOP ACTION PLAN WITH OESO	<ol style="list-style-type: none"> <li>1. Formulate plan with OESO to address problems</li> <li>2. Specify organization goals</li> <li>3. Establish intermediate goals</li> <li>4. Provide support to OESO</li> <li>5. Organize teams to address problems</li> <li>6. Design schedule with OESO to aid team efforts</li> <li>7. Facilitate upward and downward communications</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING		IMPLEMENT ACTION PLAN	<ol style="list-style-type: none"> <li>1. Specify participants for each step of the OE process</li> <li>2. Carry through all stages of the OE process</li> <li>3. Make decisions important crossroads</li> <li>4. Identify individuals to continue OE training when OESO departs unit</li> <li>5. Design a feedback mechanism</li> <li>6. Develop an evaluation plan with the OESO</li> <li>7. Reformulate plan when required</li> <li>8. Facilitate communications regarding OE effort</li> </ol>

COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	ORGANIZING	DRAW UP AN ORGANIZATIONAL CHART	<ol style="list-style-type: none"> <li>1. Recognize the value of an organizational chart</li> <li>2. Ensure that the chart properly depicts the organizational structure</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING	DESIGNATE ORGANIZATIONAL RELATIONSHIPS	<ol style="list-style-type: none"> <li>1. Identify liaison role</li> <li>2. Identify sections of the organization requiring coordination</li> <li>3. Establish liaison lines to facilitate horizontal and vertical coordination</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING	CREATE POSITION DESCRIPTIONS	<ol style="list-style-type: none"> <li>1. Define the scope of subordinates' jobs</li> <li>2. Perform a job analysis</li> <li>3. Write a description for each job</li> <li>4. Establish position qualifications</li> <li>5. Identify job relationships, responsibilities, and authority</li> <li>6. Group identical jobs into positions</li> <li>7. Relate jobs to career paths</li> </ol>
MANAGEMENT SCIENCE	FORECASTING	ADAPT TO CHANGING ENVIRONMENT	<ol style="list-style-type: none"> <li>1. Recognize the impact of environment on behavior</li> <li>2. Identify changing environmental trends</li> <li>3. Project impact of changing environment on the organization</li> <li>4. Identify present and potential problem areas</li> <li>5. Consider possible solutions to problem areas</li> <li>6. Recommend probable solutions</li> <li>7. Manage change</li> <li>8. Understand the properties of organizations in transition</li> <li>9. Identify the consequences of a changing environment</li> </ol>



COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	CONFLICT RESOLUTION	MANAGE DIFFERENCES	<ol style="list-style-type: none"> <li>1. Recognize how organizations respond to change</li> <li>2. Recognize how individuals respond to change</li> <li>3. Select 2 of the 3 most effective methods of coping with resistance to change</li> <li>4. State 3 techniques involved in effectively implementing change</li> <li>5. Encourage independent thought</li> <li>6. Understand how individuals (especially supervisors) deal with anger</li> <li>7. Discuss the role of emotions in behavior</li> <li>8. Identify superordinate goals</li> </ol>
MANAGEMENT SCIENCE	CONFLICT RESOLUTION, NEGOTIATING	RESOLVE CONFLICTS	<ol style="list-style-type: none"> <li>1. Describe the conflict</li> <li>2. Identify desired outcomes</li> <li>3. Identify responses to conflict</li> <li>4. Reduce the area of conflict</li> <li>5. Identify goals, outcomes</li> <li>6. Identify factors which contributed to the conflict situation</li> <li>7. List motives for wanting to win</li> <li>8. Offer agreements</li> <li>9. Negotiate a settlement</li> <li>10. Plan future actions</li> <li>11. Check out the relationships between conflicting parties</li> </ol>
MANAGEMENT SCIENCE	EVALUATING	EVALUATE INDIVIDUAL PERFORMANCE	<ol style="list-style-type: none"> <li>1. Identify desired individual performance standards</li> <li>2. Communicate standards to subordinates</li> <li>3. Gather performance information</li> <li>4. Compare actual performance data against performance standards</li> </ol>

COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
MANAGEMENT SCIENCE	EVALUATING	EVALUATE INDIVIDUAL PERFORMANCE (Cont)	5. Determine performance level 6. Record performance data
MANAGEMENT SCIENCE	EVALUATING	EVALUATE GROUP PERFORMANCE	1. Identify unit performance standards 2. Communicate standards to units 3. Gather unit performance information 4. Test unit performance capabilities 5. Compare and evaluate collected information 6. Determine unit performance level 7. Record unit performance data
MANAGEMENT SCIENCE	DEVELOPING	SELECT QUALIFIED PERSONNEL FOR EACH POSITION	1. Understand manpower implications of selection strategies 2. Identify 3 selection strategies 3. List the advantages and disadvantages of various selection strategies 4. Determine the cost of selection 5. Choose selection strategy and implement a selection program
MANAGEMENT SCIENCE	PROBLEM SOLVING	SOLVE PROBLEMS	1. Identify organizational responsibilities 2. Identify the problem(s) 3. Analyze the problem 4. Check out perceptions of probable cause of problem 5. Gather facts 6. Develop alternative solutions 7. Develop criterion 8. Select course of action 9. Evaluate results

COMPETENCY MANAGEMENT SCIENCE	SKILL GOAL SETTING	(SUBSKILL)	TASK SET OBJECTIVES	ENABLING TASKS
				<ol style="list-style-type: none"> <li>1. Set unit goals</li> <li>2. Establish priorities</li> <li>3. Develop an action plan</li> <li>4. Set deadlines, milestones</li> <li>5. Identify performance standards</li> <li>6. Set individual performance objectives</li> <li>7. Set unit performance objectives</li> <li>8. Review performance</li> <li>9. Revise goals</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
DECISION MAKING	DECISION MAKING		APPLY THE DECISION MAKING PROCESS	<ol style="list-style-type: none"> <li>1. Identify a problem situation</li> <li>2. Analyze the problem</li> <li>3. Write a decision statement</li> <li>4. Clarify objectives</li> <li>5. Gather information</li> <li>6. Identify and list alternative solutions</li> <li>7. Forecast the impact of alternatives</li> <li>8. Select the best course of action</li> <li>9. Implement the selected course of action</li> <li>10. Obtain feedback on the decision effectiveness</li> <li>11. Evaluate consequences of decision</li> </ol>
DECISION MAKING	DECISION MAKING		MAKE DECISIONS REGARDING OPERATIONAL PROCEDURES	<ol style="list-style-type: none"> <li>1. Identify desired operations</li> <li>2. Analyze the components of desired operations</li> <li>3. Develop or apply procedures to facilitate operations</li> <li>4. Analyze the problems</li> <li>5. Search for alternative solutions</li> <li>6. Explore the impact of solutions</li> <li>7. Make decision</li> <li>8. Evaluate consequences of decision</li> </ol>
DECISION MAKING	DECISION MAKING		REFORMULATE PROBLEMS	<ol style="list-style-type: none"> <li>1. Recognize situations of concern</li> <li>2. Identify those situations and problems that require separation into smaller parts</li> <li>3. Prioritize the sequence of addressing these problems</li> <li>4. Develop a plan to begin to address each problem</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL DECISION MAKING	DECISION MAKING		SELECT DECISION MAKING PROCESS	<ol style="list-style-type: none"> <li>1. Identify major decision making processes</li> <li>2. Specify advantages and disadvantages of each</li> <li>3. Specify situations conducive to various decision styles</li> <li>4. Analyze decision situation</li> <li>5. Select decision process</li> </ol>
			LEAD STAFF DISCUSSION	<ol style="list-style-type: none"> <li>1. Identify advantages of group problem solving mode over individual problem solving mode</li> <li>2. Recognize the impact of group pressures on problem solving</li> <li>3. Specify difficulties encountered in group problem solving efforts</li> <li>4. Facilitate group discussion</li> <li>5. Listen for comprehension</li> <li>6. Summarize group position</li> <li>7. Evaluate information</li> </ol>
ORGANIZATIONAL DECISION MAKING	DECISION MAKING		IDENTIFY QUALIFIED PERSON TO MAKE DECISION	<ol style="list-style-type: none"> <li>1. Analyze decision situation</li> <li>2. Identify existing personnel resources</li> <li>3. Match resources to situation</li> <li>4. Select person who best fits match</li> <li>5. Delegate responsibility and authority</li> <li>6. Monitor subordinate's decision</li> <li>7. Evaluate decision</li> <li>8. Provide feedback to subordinates</li> </ol>

COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL DECISION MAKING	CONCEPTUAL	SEE THE ORGANIZATION FROM A SYSTEM-WIDE PERSPECTIVE	<ol style="list-style-type: none"> <li>1. Identify major organizational elements</li> <li>2. Recognize interdependence of organizational elements</li> <li>3. Identify the impact of manipulating one part of the system on the remainder of the system</li> <li>4. Visualize a model to describe the organization as a system</li> <li>5. Build a model to portray a systems-wide view</li> <li>6. Comprehend sophisticated language and complex theories, principles, etc.</li> </ol>
ORGANIZATIONAL DECISION MAKING	CONCEPTUAL	ANTICIPATE FUTURE CONTINGENCIES	<ol style="list-style-type: none"> <li>1. Ascertain relative tendencies and probabilities of future developments</li> <li>2. Weigh the relative emphases and priorities among conflicting objectives and criteria</li> <li>3. Determine rough correlations and patterns among divergent elements</li> <li>4. Project impact of future developments</li> <li>5. Determine what could go wrong with plans and activities</li> <li>6. Ascertain what could be done to prevent each potential problem</li> <li>7. Determine how to monitor a plan to overcome potential problem</li> </ol>

COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
PLANNING	FORECASTING AND STRATEGIZING	FORECAST PROBLEMS AND ISSUES WHICH ARE LIKELY TO ARISE	<ol style="list-style-type: none"> <li>1. Analyze the demand the environment places on the organization</li> <li>2. Analyze effectiveness and relevancy of operations, procedures, and systems which presently exist</li> <li>3. Identify areas where improvements are indicated</li> <li>4. Gather information about possibilities for improvements</li> <li>5. Seek information about similar improvements in analogous organizations and evaluate their effectiveness</li> <li>6. Obsolete operations and procedures which are no longer functional</li> <li>7. Keep up-to-date with periodical literature to gain insight into likely trends of the future</li> <li>8. Discuss with superiors and subordinates issues and problem areas projected as imminent</li> <li>9. Make a list periodically of likely problems</li> <li>10. Make plans to tackle problems</li> <li>11. Decide how resources should be allocated</li> <li>12. Project what internal and external changes are likely to result from future trends</li> </ol>
PLANNING	PROGRAMMING	DEVISE METHODS TO IMPLEMENT PLANS, PROGRAMS, POLICIES	<ol style="list-style-type: none"> <li>1. Identify and understand general work unit objectives</li> <li>2. Periodically re-evaluate existing objectives</li> <li>3. Specify new objectives</li> <li>4. Disregard irrelevant objectives</li> <li>5. Assess effects internally of new objectives (note overlap with other units' activities)</li> </ol>

COMPETENCY	SKILL (SUBSKILL)	TASK	ENABLING TASKS
PLANNING	PROGRAMMING	DEVISE METHODS TO IMPLEMENT PLANS, PROGRAMS, POLICIES (Cont.)	<ol style="list-style-type: none"> <li>6. Assess external ramifications of new objectives</li> <li>7. Establish priorities</li> <li>8. Establish sequence and timing of steps</li> <li>9. List resources available to implement plans</li> <li>10. Identify and resolve conflicts which arise between work groups over objectives</li> </ol>
PLANNING	PROGRAMMING	PUT PLANS AND PROGRAMS INTO EFFECTS	<ol style="list-style-type: none"> <li>1. Allocate personnel, financial, and material resources to facilitate implementation of plans and programs</li> <li>2. Establish evaluation plan</li> <li>3. Assess effects of plans and programs</li> </ol>
PLANNING	DIAGNOSING	EVALUATE EFFECTIVENESS OF PLANS AND PROGRAMS	<ol style="list-style-type: none"> <li>1. Determine measurable outcomes to be assessed</li> <li>2. Appraise short-term effects of implementing plans and programs</li> <li>3. Critique poor plans and programs (those which fail to meet objectives)</li> <li>4. Report to superiors the outcome of plans, programs</li> <li>5. Make recommendations to superiors about changes in plans, programs that are advisable</li> <li>6. Report to subordinates results of assessment</li> </ol>



COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PLANNING	GOAL SETTING		SET INTERMEDIATE OBJECTIVES	<ol style="list-style-type: none"> <li>1. Analyze job requirements within a 3-6 month time frame</li> <li>2. Periodically evaluate unit goals</li> <li>3. Gather unit performance indices every month</li> <li>4. Assess resources available to meet needs</li> <li>5. Establish priorities</li> <li>6. Clarify unit needs</li> <li>7. Solicit input from subordinates</li> <li>8. Prescribe prioritized objectives</li> <li>9. Inform other of objectives</li> <li>10. Interrelate unit objectives with those of other units</li> </ol>
PLANNING	DIAGNOSING		DIAGNOSE INTERNAL OPERATIONS	<ol style="list-style-type: none"> <li>1. Achieve familiarity with the various systems which operate in unit (personnel system, pay system, reward and punishment system, administrative system, etc.)</li> <li>2. Establish liaison with key personnel who maintain each system.</li> <li>3. Set up or utilize existing evaluation mechanisms to review efficiency and effectiveness of operations</li> <li>4. Evaluate functionality of operations</li> <li>5. Obsolete ineffective operations</li> <li>6. Revise or recommend changes in operation</li> <li>7. Inform involved personnel of re-vision</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PLANNING	PROGRAMMING		MAKE BUDGET RECOMMENDATIONS	<ol style="list-style-type: none"> <li>1. Review how existing resources are meeting existing needs</li> <li>2. Project future needs</li> <li>3. Evaluate resources to see what will be available to meet projected needs</li> <li>4. Gather cost analyses on personnel, equipment, systems expenses</li> <li>5. Prioritize expenditures</li> <li>6. Revise budget figures as required</li> </ol>
PLANNING	POLICY MAKING		DEVELOP POLICY INPUT	<ol style="list-style-type: none"> <li>1. Clarify your span of control, purview of your authority</li> <li>2. Examine existing policy that pertains to your work group or unit</li> <li>3. Identify areas lacking policy guidelines or needing revisions in existing policy</li> <li>4. Develop doctrinal positions for areas within your purview; or</li> <li>5. Solicit clarification of doctrinal positions from higher levels (e.g., higher headquarters)</li> <li>6. Formulate policy statements within limits of your authority</li> <li>7. Identify implications of these policy statements</li> <li>8. Develop guidelines to implement policy</li> <li>9. Write out policy statement and guidelines.</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PLANNING	POLICY MAKING		IMPLEMENT POLICY	<ol style="list-style-type: none"> <li>1. Identify those organizational components (e.g., groups, individuals) which will be affected by policy statements.</li> <li>2. Distribute consolidated policy statements and guidelines to integral personnel, agencies</li> <li>3. Check to see that personnel understand policy statements and guidelines</li> <li>4. Develop evaluation strategy to assess effects of policy</li> <li>5. Conduct evaluation of policy</li> <li>6. Revise policy as necessary</li> </ol>
			ANTICIPATE CHANGE	<ol style="list-style-type: none"> <li>1. Identify present and potential problem areas</li> <li>2. Keep communication channels open to gather information about what people are talking about at lower and higher levels</li> <li>3. Read current periodicals to keep abreast of trends which are likely to have impact on your work</li> <li>4. Analyze previous events which had impact on work</li> <li>5. Project the probabilities of likely changes.</li> <li>6. Brainstorm feasible reactions to projected changes</li> <li>7. Identify the consequences of change</li> </ol>
PLANNING	FORECASTING CONCEPTUAL			

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
PLANNING	CONCEPTUAL	PERCEPTUAL, SYNTHESIZING	DISPLAY ABILITY TO LOOK AT ORGANIZATION FROM A MACRO LEVEL	<ol style="list-style-type: none"> <li>1. Project events, issues, problems that will arise in 5 years</li> <li>2. Identify and discuss with superiors how the various subsystems of the organization are inter-related</li> <li>3. Formulate plans to integrate new subsystems</li> <li>4. Obsolete irrelevant subsystems, operations</li> </ol>
PLANNING	FORECASTING, ORGANIZING		DEVELOP SPECIFIC PLANS	<ol style="list-style-type: none"> <li>1. Analyze the situation</li> <li>2. State terminal objectives to be achieved</li> <li>3. State the assumptions</li> <li>4. Specify priorities</li> <li>5. Identify units or agencies affected</li> <li>6. List resource requirements</li> <li>7. Identify required external cooperation or assistance</li> <li>8. Specify time frames</li> <li>9. Specify policies and procedures</li> <li>10. Determine intermediate goals</li> <li>11. Identify possible problem areas</li> <li>12. Outline the plan</li> <li>13. Assign responsibilities</li> <li>14. Develop a procedure to review the plan</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
CONCERN FOR INDIVIDUAL PROFESSIONAL APPEARANCE	PRIDE IN APPEARANCE		CONFORM TO MODEL DRESS STANDARDS	<ol style="list-style-type: none"> <li>1. Recognize norms regarding appropriate and inappropriate dress on the job and in job-related social situations</li> <li>2. Counsel immediate subordinates who are not conforming to dress standards</li> <li>3. Inform immediate subordinates of dissatisfaction with the appearance of troops or subordinates in their units</li> </ol>
CONCERN FOR INDIVIDUAL PROFESSIONAL BEHAVIOR	PROFESSIONAL ROLE MODELING		ACT AS ROLE MODEL OF PROFESSIONAL	<ol style="list-style-type: none"> <li>1. Illustrate through behaviors and statements the type of conduct desired of subordinates</li> <li>2. Avoid socializing too publicly or too frequently with subordinates</li> <li>3. Avoid outside activities (e.g., political activities) which might embarrass supervisors or organization</li> <li>4. Recognize and articulate to immediate subordinates restrictions on personal behavior which are implicit in role position</li> <li>5. Reconcile conflicting expectations between subordinates and superiors (clarify role ambiguity)</li> </ol>
INDIVIDUAL ETHICAL BEHAVIOR	DEMONSTRATION OF PERSONAL INTEGRITY		ACT AS ETHICAL ROLE MODEL	<ol style="list-style-type: none"> <li>1. Demonstrate awareness and understanding of personal values</li> <li>2. Make truthful statements</li> <li>3. Defend personal beliefs</li> <li>4. Give accurate information</li> <li>5. Avoid conflict of interest situations</li> <li>6. Conform to ethical standards set by the organization</li> <li>7. Avoid infringing upon the rights of others</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
INDIVIDUAL ETHICAL BEHAVIOR	REINFORCEMENT, MOTIVATING		REINFORCE ETHICAL BEHAVIOR	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of ethical standards</li> <li>2. Reward acts of demonstrated ethical and moral behavior</li> <li>3. Provide climate conducive to ethical action</li> <li>4. Remove impediments (rules, regulations, SOP's, etc.) to ethical behavior</li> <li>5. Punish evidently unethical behavior</li> <li>6. Foster climate of trust</li> </ol>
ORGANIZATIONAL ETHICS	COMMUNICATING		INFORM SUBORDINATES OF STANDARDS OF CONDUCT	<ol style="list-style-type: none"> <li>1. Be familiar with standards of conduct</li> <li>2. Publish standards</li> <li>3. Discuss standards with subordinates</li> <li>4. Receive feedback from subordinates about standards</li> </ol>
PROFESSIONALISM	DEVELOPING COMMITMENT		DISPLAY PROFESSIONAL COMMITMENT AND DEDICATION	<ol style="list-style-type: none"> <li>1. Participate in professional societies, organizations; subscribe to professional journals</li> <li>2. Keep abreast of current research and developments in professional field</li> <li>3. Accomplish work on time</li> <li>4. Be willing to work overtime to accomplish mission</li> </ol>
ORGANIZATIONAL RESPONSIBILITY	ROLE MODELING		SPEAK AND ACT AS REPRESENTATIVE OF ORGANIZATION	<ol style="list-style-type: none"> <li>1. Be aware that one's position places one in role of representing organization's values and standards</li> <li>2. Establish congruency between personal and organizational values so that dissonance does not arise to prevent one from being effective organizational representative</li> <li>3. When speaking in public be aware of organization's position on relevant issues and present this position</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL RESPONSIBILITY	ROLE MODELING		SPEAK AND ACT AS REPRESENTATIVE OF ORGANIZATION (Cont.)	<ol style="list-style-type: none"> <li>4. Be willing to stand in for superiors at important functions</li> <li>5. Avoid situations and engaging in behavior which compromises the organization or destroys credibility or status of organization</li> <li>6. Be able to speak articulately and with poise</li> </ol>
ORGANIZATIONAL RESPONSIBILITY	CONFLICT OF INTEREST IDENTIFICATION		IDENTIFY CONFLICTING LOYALTIES AND GOALS	<ol style="list-style-type: none"> <li>1. Establish mechanisms to receive information about subordinates' dissatisfaction with organizational goals or difficulty in accepting them</li> <li>2. Discuss subordinates' needs with them</li> <li>3. Counsel subordinates who are engaging in obvious conflict of interest situations</li> <li>4. Dismiss or otherwise sanction subordinates who cannot or will not conform to organizational standards of conduct</li> </ol>
ORGANIZATIONAL RESPONSIBILITY	QUALITY CONTROL		IMPROVE PRODUCTS, SERVICES, PROCEDURES	<ol style="list-style-type: none"> <li>1. Seek and receive information about the quality, efficiency, or effectiveness of work unit's products, services, or procedures</li> <li>2. Review status reports</li> <li>3. Consult with knowledgeable personnel about possible improvements</li> <li>4. Devise and select plans to improve products and operations</li> <li>5. Put plans into effect</li> <li>6. Compare new products, etc. against old ones</li> <li>7. Assess the improvement</li> </ol>

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASKS
ORGANIZATIONAL RESPONSIBILITY	ACTIVISM		PARTICIPATE IN RELEVANT COMMUNITY AND SOCIAL PROGRAMS AND PROJECTS	<ol style="list-style-type: none"> <li>1. Establish and maintain liaison with community officials and agencies engaged in pursuits advantageous to organizational functioning and well-being</li> <li>2. Keep self informed about local, state, and federal policies, directives, regulations, laws, etc. which affect organizational functioning</li> <li>3. Inform subordinates and superiors about relevant issues</li> </ol>



# LEADERSHIP TRAINING AND DEVELOPMENT-AVC LEVEL

INDIVIDUAL SKILLS*	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS*
	Tactical Competency	Administrative Competency	Communication Competency
	a. Theater Operations	a. Administration	a. Interpersonal Skills
	EX: Employ NATO task force	EX: Implement DA personnel management	EX: Issue general instructions
	Supervision Competency	Logistical Competency	b. Organizational Skills
	a. Division/Corps Level	a. Logistics	EX: Identify structural communication configurations
	1. Organizing	EX: Describe the project management concept	Human Relations Competency
	EX: Create specialized task forces		a. Inter-group Skills
	b. Motivating		EX: Coordinate the activities of multiple interest groups
	EX: Develop an effective motivation climate		b. Extra-group Skills
			EX: Develop contact with groups outside the organization
			Counseling Competency
			a. Personal Counseling
			EX: Create an environment conducive to personal/performance counseling

LEADERSHIP TRAINING AND DEVELOPMENT-AHC LEVEL  
(continued)

INDIVIDUAL SKILLS*	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS
			Management Science Competency
			a. Evaluating
			EX: Review budget proposals
			b. Organizing
			EX: Manage time
			Decision Making Competency
			a. Decision Analysis
			EX: Make policy decisions
			b. Conceptual Ability
			EX: Synthesize abstract content
			Planning Competency
			a. Forecasting
			EX: Engage in long-term planning
			b. Strategizing
			EX: Plan strategically
			c. Adaptability
			EX: Manage change

LEADERSHIP TRAINING AND DEVELOPMENT-AMC LEVEL  
(continued)

INDIVIDUAL SKILLS	COLLECTIVE SKILLS	SUPPORT SKILLS	OE SKILLS
			d. Organizing
			EX: Create and obsolete organizational structure
			Ethical Competency
			a. Individual Ethics
			EX: Set role model standards
			b. Professionalism
			EX: Display professional commitment and dedi- cation
			c. Organizational Responsibility
			EX: Serve as organizational spokesman

\* The Individual Skills category does not apply at this level. Specific tasks vary within each dimension by organizational level. Only one example is provided in the outline for each dimension. The dimensions listed under the OE category apply across all four skill categories.

COLLECTIVE SKILLS

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
TACTICAL	COLLECTIVE	THEATER OPERATIONS	CONDUCT THEATER OPERATIONS	<ol style="list-style-type: none"> <li>1. Analyze enemy threat</li> <li>2. Identify potential areas of conflict</li> <li>3. Identify resources required to meet enemy threat</li> <li>4. Analyze available friendly resources</li> <li>5. Develop plan for theater operations</li> </ol>
TACTICAL	COLLECTIVE	THEATER OPERATIONS	EMPLOY NATO TASK FORCE	<ol style="list-style-type: none"> <li>1. Identify NATO resources</li> <li>2. State policies regarding employment of individual NATO units</li> <li>3. Identify readiness posture of major NATO units</li> <li>4. Identify resource/support requirements for NATO task force</li> </ol>
TACTICAL	COLLECTIVE	(POLITICAL SCIENCE)	ANALYZE GENERAL POLITICAL CLIMATE	<ol style="list-style-type: none"> <li>1. Identify major forces friendly/enemy operating overseas</li> <li>2. Identify the impact of Third World Forces</li> <li>3. Describe the political implications of select foreign interests - Ex: (OPEC)</li> <li>4. Describe the influence of the major powers on Third World Nations</li> <li>5. Estimate the vulnerability of US to Third World Forces</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
		(POLITICAL SCIENCE)	ANALYZE DOMESTIC POLITICAL CLIMATE	<ol style="list-style-type: none"> <li>1. Describe the theory of the "Just War"</li> <li>2. Identify major US foreign/domestic policies</li> <li>3. Estimate public support for foreign/domestic policies</li> <li>4. Relate public opinion to Armed Forces role</li> <li>5. Estimate impact of public opinion on Armed Forces role</li> <li>6. Estimate requirements for public relations efforts</li> <li>7. Analyze recruiting/retention mission in terms of public opinion</li> <li>8. Estimate impact of changing social norms on Army policies</li> </ol>
TACTICAL	DIVISION LEVEL SUPERVISORY SKILLS	ORGANIZING	CREATE SPECIALIZED TASK FORCES	<ol style="list-style-type: none"> <li>1. State organizational mission</li> <li>2. Analyze mission</li> <li>3. Identify resources required to accomplish mission</li> <li>4. Analyze existing resources</li> <li>5. Identify armament essential to accomplish mission</li> <li>6. Create task force to accomplish mission</li> </ol>
TACTICAL	DIVISION LEVEL SUPERVISORY SKILLS	ORGANIZING	SELECT QUALIFIED SUBORDINATES	<ol style="list-style-type: none"> <li>1. Identify performance standards</li> <li>2. Identify subordinate performance levels</li> <li>3. Analyze performance appraisal system</li> <li>4. Interview job applicants</li> <li>5. Describe selection procedures</li> <li>6. Match the job with subordinate performance levels</li> </ol>

**SUPPORT SKILLS**

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
ADMINISTRATIVE	SUPPORT	PERSONNEL MGT	IMPLEMENT DA PERSONNEL MGT	<ol style="list-style-type: none"> <li>1. Describe DA manpower operations</li> <li>2. Describe the administrative role of MILPERCEN</li> <li>3. State the procedures of the OPMS system</li> <li>4. State the procedures of the EPMS system</li> <li>5. Describe the personnel mgt procedures of the Reserve Component</li> <li>6. Describe the personnel mgt procedures of the Nat'l Guard</li> <li>7. State the policies for mobilizing the Reserve/Guard forces</li> <li>8. Describe the functions of the DA DCSPER</li> </ol>
ADMINISTRATIVE	SUPPORT	PERSONNEL ADMINISTRATION	SUPERVISE IMPLEMENTATION OF ARMY ADMINISTRATIVE PROCEDURES	<ol style="list-style-type: none"> <li>1. Describe the role of the Army Administration Center</li> <li>2. Describe the operation of the pay function</li> <li>3. Identify the role of the Army AG office</li> </ol>
LOGISTICAL	SUPPORT	STRATEGIC LOGISTICS	TRANSFORM NATIONAL ECONOMIC INDUSTRIAL CAPABILITIES INTO MILITARY POWER	<ol style="list-style-type: none"> <li>1. Identify national strategic objectives</li> <li>2. Estimate strategic logistical requirements to meet national objectives</li> <li>3. Identify industrial economic capabilities</li> </ol>



COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
LOGISTICAL	SUPPORT	STRATEGIC LOGISTICS	TRANSFORM NATIONAL ECONOMIC INDUSTRIAL CAPABILITIES INTO MILITARY POWER	<ol style="list-style-type: none"> <li>4. Develop plan for transforming industrial production to military weapon systems</li> <li>5. Describe the success/problems encountered during previous mobilization efforts</li> <li>6. Estimate impact on national economy</li> <li>7. Estimate requirements for sustainment of mobilization efforts</li> </ol>
LOGISTICAL	SUPPORT	OPERATIONAL LOGISTICS	DESCRIBE THE PROCESS OF ACCOMPLISHING OPERATIONAL LOGISTICAL REQUIREMENTS	<ol style="list-style-type: none"> <li>1. Identify the process of procuring resources</li> <li>2. Identify the lead time required to acquire varying types of product               <ol style="list-style-type: none"> <li>a. Weapon system</li> <li>b. Facilities</li> <li>c. Services</li> </ol> </li> <li>3. Describe the Army Budget process</li> <li>4. Identify procedures for distributing, maintaining and evacuation of materiel</li> </ol>
LOGISTICAL	SUPPORT		DISCUSS THE PROJECT MANAGEMENT CONCEPT	<ol style="list-style-type: none"> <li>1. Describe the evolution of the project management concept</li> <li>2. Identify the role of the project manager</li> <li>3. Relate project mgr role to industrial contractor</li> <li>4. Outline functional areas of responsibility of project manager</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
LOGISTICAL	SUPPORT		DESCRIBE ARMY R & D PROGRAM	<ol style="list-style-type: none"> <li>1. Identify process of procuring weapon systems</li> <li>2. Describe the role of Army R &amp; D personnel in specifying weapons systems capabilities</li> <li>3. Identify the requirements for matching weapons system requirements with support/training base requirements</li> <li>4. EX: Total Tank Study Identify the role of Army R &amp; D efforts</li> </ol>

O E SKILLS

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
INTERPERSONAL COMMUNICATION	SENDING	SPEAKING	ISSUE GENERAL INSTRUCTIONS	1. Specify objectives
				2. Identify critical control elements
				3. Identify resources required
				4. Describe staff expertise
				5. Conduct staff discussion session
				6. Provide for feedback mechanisms regarding general instructions
				7. Analyze feedback data
				8. Reformulate general instructions
				9. Hold periodic update sessions
INTERPERSONAL COMMUNICATION	SENDING	SPEAKING	PROVIDE RATIONALE FOR INSTRUCTIONS	1. Describe general motivation theories
				2. Relate reasons for orders to motivation theory
				3. Describe determinates of perception by organizational level
				4. Describe expectations of subordinates

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
INTERPERSONAL COMMUNICATION	SENDING	SPEAKING	PROVIDE RATIONALE FOR INSTRUCTIONS	5. Analyze time constraints
				6. Relate instructions to plans/policies
				7. Provide information to subordinates
				8. Solicit feedback from lower levels
INTERPERSONAL COMMUNICATION	SENDING	SPEAKING	GIVE SPEECHES	1. Describe audience characteristics
				2. Select range of topics
				3. Match topic to audience
				4. Gather information
INTERPERSONAL COMMUNICATION	SENDING	PERSUASION	INFLUENCE OTHERS	5. Organize information into outline
				6. Compose speech
				7. Select graphic aids
				8. Incorporate aids into speech
				9. Rehearse speech
				10. Time speech
				11. Describe audience response
				12. Reformulate speech in lieu of responses
				1. State the theories of persuasion
				2. Describe two motivational concepts critical to the influence attempt
				3. Select sources to be used in a message
				4. Describe the relationship between source and evidence cited to support source
				5. Organize the message
				6. Select language to be used in message

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
INTERPERSONAL COMMUNICATION	SENDING	PERSUASION	INFLUENCE OTHERS	<ol style="list-style-type: none"> <li>Describe the relationship between source credibility, "ethos" and persuasiveness</li> <li>Identify factors that influence source credibility</li> <li>Evaluate persuasive results</li> </ol>
INTERPERSONAL COMMUNICATION	RECEIVING	LISTENING	LISTEN TO BAD NEWS WITHOUT AN EMOTIONAL OUTBURST	<ol style="list-style-type: none"> <li>Describe how information is filtered in an organization</li> <li>State how filtering applies to bad news</li> <li>Describe communication impact of various types of emotional outbursts</li> <li>Relate information quality to decision quality</li> <li>Describe emotional barriers to communication</li> </ol>
INTERPERSONAL COMMUNICATION	RECEIVING	LISTENING	ATTEND MEETINGS	<ol style="list-style-type: none"> <li>Listen for comprehension</li> <li>Restate important facts</li> <li>Evaluate impact of meeting</li> </ol>
INTERPERSONAL COMMUNICATION	RECEIVING	OBSERVATION	SYNTHESIZE INFORMATION	<ol style="list-style-type: none"> <li>Describe general installation level objectives</li> <li>Construct model/concept to relate activities to model</li> <li>Relate meetings to model</li> <li>Identify key personnel for each major function</li> <li>Listen for comprehension</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
INTERPERSONAL COMMUNICATION	RECEIVING	OBSERVATION	SYNTHESIZE INFORMATION	<ol style="list-style-type: none"> <li>6. Retransmit facts to key personnel</li> <li>7. Reformulate objectives based upon new information</li> </ol>
INTERPERSONAL COMMUNICATION	EVALUATING		DESCRIBE SUBORDINATE FILTERING AND DISTORTION OF INFORMATION	<ol style="list-style-type: none"> <li>1. Describe serial transmission effects</li> <li>2. Describe two types of message distortions</li> <li>3. Relate filtering and distortion effects to information accuracy</li> <li>4. State techniques for overcoming filtering effects</li> </ol>
ORGANIZATIONAL COMMUNICATION	SENDING	(DOWNWARD INFORMATION FLOW)	IDENTIFY STRUCTURAL COMMUNICATIONS	<ol style="list-style-type: none"> <li>1. Describe the basic nature of communication <ol style="list-style-type: none"> <li>a. Symbols-not meanings are transmitted</li> <li>b. Message received is only message that counts</li> <li>c. Anything can be a message</li> <li>d. Message congruity never exists</li> <li>e. Feedback is crucial</li> </ol> </li> <li>2. State the organizational determinants of communication <ol style="list-style-type: none"> <li>a. Organizational impact on individual communication</li> <li>b. Structural communication</li> </ol> </li> <li>3. State the relationship between authenticity and formal communication channels</li> </ol>

COMPETENCY	SKILL	SURSKILL	TASK	ENABLING TASK
ORGANIZATIONAL COMMUNICATION	SENDING	(DOWNWARD INFORMATION FLOW)	IDENTIFY STRUCTURAL COMMUNICATIONS	4. Describe horizontal, upward and downward communication theories
ORGANIZATIONAL COMMUNICATION	SENDING		DESCRIBE THE ORGANIZATIONAL IMPACT UPON THE INDIVIDUAL COMMUNICATION	1. State the impact of role expectancies 2. Describe the impact of task specialization 3. State the relationship between division of labor and coordination 4. State the impact of hierarchy on communication 5. Relate authority to authenticity
ORGANIZATIONAL COMMUNICATION	RECEIVING SENDING	FEEDBACK	PROVIDE AND RECEIVE ORGANIZATIONAL FEEDBACK	1. Describe the impact of organizational feedback on unit performance 2. Relate the length of time of feedback to self-image 3. Identify the relationship between frequency of feedback to performance 4. Describe the distortion effect on threatening feedback 5. Relate feedback effectiveness to trust 6. Describe the two way characteristic of feedback <ul style="list-style-type: none"> <li>a. Describe feedback receptiveness</li> <li>b. Describe feedback responsiveness</li> </ul>



COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
COMMUNICATION	SENDING	WRITING	DEVELOP IN-DEPTH RESEARCH/POSITION PAPER	<ol style="list-style-type: none"> <li>1. Identify areas of inquiry</li> <li>2. Describe the organizational elements impacting on inquiry area</li> <li>3. Develop a hypothesis</li> <li>4. Select criterion</li> <li>5. Operationally define criterion</li> <li>6. Identify sources of information</li> <li>7. Conduct literature search</li> <li>8. Employ information retrieval systems</li> <li>9. Gather data</li> <li>10. Analyze data</li> <li>11. Identify trends</li> <li>12. Interpret data</li> <li>13. Develop conclusion</li> <li>14. Present conclusion</li> </ol>
ORGANIZATIONAL COMMUNICATIONS	SENDING		IDENTIFY THE REQUIREMENTS FOR REDUNDANCY	<ol style="list-style-type: none"> <li>1. Describe the relationship between communication cost and accuracy</li> <li>2. Relate redundancy to communications overload and comprehension</li> <li>3. Relate the concept of density of information to retention</li> <li>4. Describe two broad classes of redundancy <ol style="list-style-type: none"> <li>a. Intra-message</li> <li>b. Extra-message</li> </ol> </li> <li>5. Relate redundancy to readability</li> </ol>
ORGANIZATIONAL COMMUNICATIONS	SENDING/RECEIVING		EMPLOY MULTIPLE CHANNELS OF COMMUNICATION	<ol style="list-style-type: none"> <li>1. Identify multiple information channels</li> <li>2. Relate the accuracy of information to the types of channels used</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
ORGANIZATIONAL COMMUNICATIONS	SENDING/RECEIVING		EMPLOY MULTIPLE CHANNELS OF COMMUNICATION	<ol style="list-style-type: none"> <li>Describe the formal and informal network</li> <li>Identify filtering and distortion in each channel</li> <li>Determine the amount of redundancy required</li> <li>Analyze the mission in terms of communication</li> <li>Describe the concept of communication overload</li> <li>Identify strategies for coping with information overload</li> <li>Describe the impact of climate on communication efforts</li> </ol>
HUMAN RELATIONS	INTERGROUP RELATIONS	COORDINATION	COORDINATE THE ACTIVITIES OF SEVERAL GROUPS	<ol style="list-style-type: none"> <li>Establish familiarity with what various work groups are doing</li> <li>Utilize formal communication networks upward and downward</li> <li>Utilize informal communication channels</li> <li>Clearly establish lines of authority</li> <li>Identify functional responsibilities</li> <li>Delegate authority</li> <li>Co-locate those groups whose functions are interrelated</li> <li>Require periodic staff reports</li> <li>Hold frequent meetings among work groups</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
HUMAN RELATIONS	INTERGROUP RELATIONS	COORDINATION	COORDINATE THE ACTIVITIES OF SEVERAL GROUPS	10. Clarify group goals
				11. Demonstrate knowledge of social and behavioral science principles, concepts, and theories as they apply to the behavior of individuals, groups, and organizations
				12. Use formal characteristics of organizations to analyze organizational problems that are intuitively diagnosed as "people" problems
HUMAN RELATIONS	INTRAGROUP RELATIONS	MOTIVATION	CREATE A SUPPORTIVE WORK ENVIRONMENT	1. Articulate an organizational position regarding the importance of people as part of the work environment
				2. Facilitate open communication by making organizational structure conducive to it
				3. Role model open communications
				4. Clarify goals and expectations
				5. Establish and practice in a consistent manner a reward system; i.e., consistently reward good performance
				6. Allow subordinates participation in appropriate decision-making activities
				7. Display interest in the activities of work groups by periodically making on-site visits

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASKS
HUMAN RELATIONS	INTRAGROUP RELATIONS	MOTIVATION	CREATE A SUPPORTIVE WORK ENVIRONMENT	8. Acknowledge contribution of subordinates (e.g., dispense gifts or awards, etc., at Christmas)
				9. Make supportive statements
				10. Acknowledge subordinates' needs
HUMAN RELATIONS	EXTRA GROUP RELATIONS	COORDINATION	DEVELOP AND MAINTAIN CONTACT WITH GROUPS OUTSIDE THE ORGANIZATION	1. Identify major organizational requirements
				2. Identify organizational goals and objectives
				3. Articulate organizational purpose
				4. Recognize and articulate the impact of extra-organizational groups
				5. Demonstrate knowledge and understanding of primary functional activities, systems, etc. in your organization
				6. Identify those agencies, groups, individuals, etc. who directly support your work activity. Identify competitors
				7. Establish communication (verbal or written) with key individuals in outside organizations. (Do this periodically or delegate this responsibility)

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
HUMAN RELATIONS	EXTRA GROUP RELATIONS	COORDINATION	DEVELOP AND MAINTAIN CONTACT WITH GROUPS OUTSIDE THE ORGANIZATION	
				8. Set up a meeting to clarify ways in which you can and will support your respective work activities
				9. Establish and prioritize mutually acceptable goals and expectations
				10. Confirm this working relationship in writing
				11. Designate individuals who will be responsible for maintaining liaison between and among groups
				12. Schedule periodic exchanges to evaluate cooperation efforts
				13. Identify agencies' personnel who have an indirect relationship with your unit or organization
				14. Establish contact with these groups and inform them of your work activities
				15. Identify lobbying groups, legislative groups on the local, state, and federal levels who have potential impact on your work activities
				16. Establish contact with key individuals in these groups
				17. Establish relations as stated above with supportive groups

COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASK
HUMAN RELATIONS	EXTRA GROUP RELATIONS	COORDINATION	DEVELOP AND MAINTAIN CONTACT WITH GROUPS OUTSIDE THE ORGANIZATION	<ol style="list-style-type: none"> <li>18. Designate an individual who will keep abreast of the new developments and changes in regulations, laws, licensing requirements, etc.</li> <li>19. Establish a procedure for conveying this knowledge to appropriate personnel in your organization</li> <li>20. Solicit information about meetings, conferences, seminars, etc., that you should attend outside the organization</li> <li>21. Make arrangements to attend important and relevant meetings, etc.</li> </ol>

HUMAN RELATIONS	MOTIVATING	DEVELOP AN EFFECTIVE MOTIVATIONAL CLIMATE	<ol style="list-style-type: none"> <li>1. Describe the impact of organizational climate upon motivational levels</li> <li>2. Identify extrinsic/intrinsic motivational factors</li> <li>3. Describe general theories of motivation</li> <li>4. Estimate factors that motivate motivation</li> <li>5. Identify impact of policies on motivational levels</li> <li>6. Reformulate policies to create a supportive environment</li> <li>7. Solicit subordinate feedback</li> </ol>
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COMPETENCY	SKILL	(SUBSKILL)	TASK	ENABLING TASK
PERSONAL COUNSELING	IDENTIFICATION		IDENTIFY SUBORDINATES AND PEERS WITH SERIOUS PERSONAL PROBLEMS	1. Recognize symptoms of serious personal confusion, depression or disorientation
				2. Check out perception that individual has a problem by talking to him or his peers
				3. Check individual's performance record to see if it reflects shifts in performance levels
PERSONAL COUNSELING	IDENTIFICATION		ENGAGE IN ONE-TO-ONE COUNSELING	1. Ask to talk to individual with identified problem in a setting conducive to open communication (i.e., where sufficient privacy exists)
				2. Employ attending behavior

COMPETENCY	SKILL	SKILL	TASK	ENABLING TASK
PERSONAL COUNSELING	INTERVIEWING		ENGAGE IN ONE-TO-ONE COUNSELING	<ol style="list-style-type: none"> <li>Engage in active listening</li> <li>Demonstrate accurate reading of verbal and non-verbal behavior</li> <li>Ask open-ended questions</li> <li>Express empathy and concern</li> <li>Know which referral agencies can better handle severe or complicated personal problems</li> <li>Employ problem-solving techniques</li> <li>Help individual to clarify problem</li> <li>Develop action plan regarding problem solution with individual</li> <li>Follow up on individual behavior after counseling session</li> </ol>
PERSONAL COUNSELING	ORIGINATE STRUCTURE		CREATE AN ENVIRONMENT CONDUCTIVE TO PERSONAL AND PERFORMANCE COUNSELING	<ol style="list-style-type: none"> <li> <p>1. Espouse a philosophy (verbally, in writing, behaviorally) that communicates a high regard for personal counseling and performance counseling activities</p> <p>2. Inform personnel officers that job descriptions should include counseling role as part of normal duties</p> <p>3. Guarantee that subordinates receive training in personal and performance counseling skills</p> </li> </ol>



COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
PERSONAL COUNSELING	ORIGINATE STRUCTURE		CREATE AN ENVIRONMENT CONDUCTIVE TO PERSONAL AND PERFORMANCE COUNSELING	<ol style="list-style-type: none"> <li>4. See that counseling skills are included in performance appraisal systems pertinent to middle-level managerial or leadership positions</li> <li>5. Set up office arrangement so that enough privacy exists to conduct personal and performance counseling sessions</li> <li>6. Encourage subordinates to follow suit</li> <li>7. Co-locate in easily accessible location all discrete counseling functions (e.g., Red Cross, Chaplain, mental health personnel, etc.)</li> <li>8. Instruct subordinates to inform personnel of location and capabilities of counseling "center"</li> <li>9. Give legitimacy to counseling function by approving budgetary expenditures supportive of counseling activities</li> <li>10. Engage in counseling activities as required as role modeling example</li> </ol>
PERSONAL COUNSELING	CLARIFY STANDARDS ROLE MODELING		ROLE MODEL APPROPRIATE STANDARDS OF CONDUCT	<ol style="list-style-type: none"> <li>1. Disseminate behavioral standards</li> <li>2. Role model in deed and words desirable behavior</li> </ol>

MONOGRAPH 9

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
PERSONAL COUNSELING	CLARIFY STANDARDS ROLE MODELING		ROLE MODEL APPROPRIATE STANDARDS OF CONDUCT	3. Reward exemplary behavior and punish undesirable or inappropriate conduct
PERFORMANCE COUNSELING	EVALUATION DECISION MAKING		EVALUATE EXIT INTERVIEW DATA	<ol style="list-style-type: none"> <li>1. Solicit reports from immediate subordinates regarding decisions to separate individuals from service</li> <li>2. Analyze separation statistics to see what kind of individuals are being separated</li> <li>3. Clarify problem areas which are within your purview</li> <li>4. Discuss with appropriate subordinates reason for losing valuable personnel</li> </ol>
PERFORMANCE COUNSELING	EVALUATION		EVALUATE PERFORMANCE APPRAISAL SYSTEM	<ol style="list-style-type: none"> <li>1. Articulate the intent of performance appraisal process</li> <li>2. Establish familiarity with present appraisal system procedures, regulations, format, personnel involved, etc.</li> <li>3. Discuss the actual workings of the appraisal system with those involved in it</li> <li>4. Identify problem areas in functioning of the system</li> <li>5. Solicit feedback from subordinates about effectiveness, efficiency, administration of appraisal program</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
PERFORMANCE COUNSELING	EVALUATION		EVALUATE PERFORMANCE APPRAISAL SYSTEM	<ol style="list-style-type: none"> <li>6. Clarify how jobs are categorized</li> <li>7. Understand how job descriptions are written</li> <li>8. Check to see if jobs are broken down into measurable task listings</li> <li>9. Identify performance conditions, standards, objectives</li> <li>10. Check to see if conditions, standards, objectives, compare with job requirements</li> <li>11. Integrate the appraisal system with the job classification system and related management/leadership training and development objectives</li> </ol>
PERFORMANCE COUNSELING	EVALUATION		REVIEW PERFORMANCE GOALS	<ol style="list-style-type: none"> <li>1. Request performance indicators periodically from key subordinates</li> <li>2. Evaluate performance reports</li> <li>3. Identify performance shortfalls</li> <li>4. Discuss possible causes</li> <li>5. Clarify short-term objectives</li> <li>6. Determine long-term needs and requirements</li> <li>7. Revise priorities</li> <li>8. Revise performance goals</li> <li>9. Redistribute resources</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	EVALUATION		EVALUATE AND DEVELOP PERFORMANCE APPRAISAL SYSTEMS	<ol style="list-style-type: none"> <li>1. Identify functional units</li> <li>2. Identify job requirements</li> <li>3. Identify performance standards</li> <li>4. Examine relevancy of performance standards to performance requirements</li> <li>5. Identify methods to measure performance</li> <li>6. Evaluate reliability and validity of performance measurement instruments</li> <li>7. Discard unreliable and invalid performance measurement instruments</li> <li>8. Ask appropriate subordinates to develop better instruments</li> <li>9. Evaluate position descriptions</li> <li>10. Review performance levels and pertinent performance data</li> <li>11. Ask subordinate leaders how they conduct their performance appraisal duties</li> <li>12. Request job analysis of jobs which are ill-defined</li> <li>13. Have task listings carried out for positions at given levels</li> <li>14. Integrate task requirements into performance criteria</li> </ol>
MANAGEMENT SCIENCE	PROBLEM SOLVING		EVALUATE PROBLEMS	<ol style="list-style-type: none"> <li>1. Identify and state the problem</li> <li>2. Restate the problem as a goal</li> </ol>



COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	NEGOTIATING		RESOLVE CONFLICT	<ol style="list-style-type: none"> <li>2. Identify the types of conflict</li> <li>3. Describe the conflict</li> <li>4. Identify desired outcomes</li> <li>5. Identify behavioral responses to conflict</li> <li>6. Identify major parties to the conflict</li> <li>7. Identify the goals of each party (motives for wanting to succeed or win)</li> <li>8. Offer agreements</li> <li>9. Negotiate a settlement</li> <li>10. Plan future actions</li> <li>11. Check out how each party views the settlement</li> <li>12. Clarify the settlement for each party</li> <li>13. Establish clear lines of authority and responsibility to minimize future sources of conflict</li> </ol>
MANAGEMENT SCIENCE	ORGANIZING COORDINATING		DESIGNATE ORGANIZATIONAL RELATIONSHIPS	<ol style="list-style-type: none"> <li>1. Identify the groupings of activities within the organization</li> <li>2. Identify proponents for each activity</li> <li>3. Identify span of control for each activity</li> <li>4. Analyze overlapping functions</li> <li>5. Establish liaison lines between activities</li> <li>6. Draw up organization chart</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	ORGANIZING COORDINATING		DESIGNATE ORGANIZATIONAL RELATIONSHIPS	7. Specify liaison roles 8. Distribute organization chart reflecting key organizational relationships
MANAGEMENT SCIENCE	GOAL SETTING		SET ORGANIZATIONAL GOALS	1. Identify functional requirements of organizational subsystems 2. Define organization's purpose 3. Project long-term objectives 4. Establish priorities 5. Review budget, manpower, materiel, etc., requirements both present and future 6. Consult with key subordinates 7. Decide upon major (top priority) needs 8. Write mission statement for each one 9. Determine major objectives 10. Codify objectives into goal statements
MANAGEMENT SCIENCE	DEVELOPING		DETERMINE EXECUTIVE DEVELOPMENT/REPLACE- MENT POLICIES	1. Review career management policy 2. Determine criteria for promotability to top-level positions

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	DEVELOPING		DETERMINE EXECUTIVE DEVELOPMENT/REPLACE- MENT POLICIES	<ol style="list-style-type: none"> <li>3. Demonstrate knowledge of personnel acquisition, selection, classification, assignment, training, retirement policies and their interrelationships</li> <li>4. Identify mid-level individuals who show potential for movement into higher positions</li> <li>5. Evaluate method for assessing skill development, competencies</li> <li>6. Demonstrate familiarity with an assessment center approach</li> <li>7. Hold executive development review boards to assess present organizational needs, individual performance and potential, future position plans, and replacement needs</li> <li>8. Identify potential employment problems which may affect the long-range strength or weakness of the organization</li> <li>9. Integrate Equal Employment Opportunity policies</li> <li>10. Prepare a summary analysis and evaluation of existing leadership strength</li> <li>11. List specific plans for replacement</li> <li>12. Identify promotable individuals</li> </ol>



COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	INTEGRATION OF INFORMATION		UTILIZE MANAGEMENT INFORMATION SYSTEMS	1. Demonstrate a basic understanding of data processing, its terminology and uses
				2. Identify the role of the computer in organizations, its developments, strengths, and weaknesses
				3. Introduce the design, development and implementation of computer based management information systems
				4. Demonstrate a basic understanding of systems analysis processes, to include a thorough knowledge of problem-solving and decision-making models
				5. Demonstrate knowledge and skill in the broad application of quantitative methods used in modern management analysis
				6. Identify when management information systems are no longer functional or useful and take steps to revise or obsolete them
MANAGEMENT SCIENCE	EVALUATION		REVIEW BUDGET PROPOSALS	1. Identify the objective of the proposal in terms related to the mission of the organization
				2. Define the objective in measurable, realistic and achievable, and output-oriented terms

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	EVALUATION		REVIEW BUDGET PROPOSALS	<ol style="list-style-type: none"> <li>3. Systematically identify the benefits (and other outputs) and costs (inputs) associated with programs, missions, projects, functions, and other activities within your services</li> <li>4. Define the technical, operational, schedule, and environmental requirements and other performance considerations</li> <li>5. Evaluate alternative methods of financing investments</li> <li>6. Utilize costs/benefits analysis to compare the relative merits of budget alternatives</li> <li>7. Specify the assumptions and constraints underlying the cost benefits and analysis</li> <li>8. Perform a risk analysis for each proposal</li> <li>9. Perform uncertainty and sensitivity analyses when appropriate</li> <li>10. Make trade-offs between alternatives</li> <li>11. Establish or change priorities</li> <li>12. Recommend the most cost-effective alternative</li> </ol>
MANAGEMENT SCIENCE	ORGANIZATION		MANAGE TIME	<ol style="list-style-type: none"> <li>1. Identify job requirements</li> <li>2. Establish task priorities by defining what demands urgent attention and what can be postponed, cancelled or delegated to someone else</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	ORGANIZATION		MANAGE TIME	
				<ol style="list-style-type: none"> <li>3. Evaluate both the importance and immediacy of task requirements</li> <li>4. Request that key subordinates gather and condense pertinent information and data needed to accomplish tasks so facts are available in advance</li> <li>5. Estimate how much time is usually spent per week to accomplish similar tasks</li> <li>6. Estimate how much time should be spent</li> <li>7. Establish a weekly schedule</li> <li>8. Keep a work log to assess how much time is actually spent accomplishing the various tasks</li> <li>9. Set aside time for planning ahead</li> <li>10. Readjust schedules as necessary</li> <li>11. Consider time-saving steps to cut the amount of time spent on routine administrative tasks</li> <li>12. Set aside time for essential reading</li> <li>13. Reserve hours for insiders and visitors</li> <li>14. Spell out guidelines clearly so you never have to make the same decision twice</li> <li>15. When appropriate, substitute a group meeting for individual sessions</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
MANAGEMENT SCIENCE	ORGANIZATION		MANAGE TIME	<p>16. Save time at meetings by preparing agendas</p> <p>17. Save telephone time by accepting outside phone calls only at certain hours</p> <p>18. Devise time-saving plans to cut time spent on correspondence</p>
MANAGEMENT SCIENCE	ORGANIZING	DIRECTING	UTILIZE CONSULTANTS	<p>1. Analyze mission requirements</p> <p>2. Analyze existing resources</p> <p>3. Identify functional areas requiring external assistance</p> <p>4. Identify consultant</p> <p>5. Describe consultant skills roles</p> <p>6. Provide information to consultant</p> <p>7. Engage in action planning with consultant</p> <p>8. Supervise the implementation phase</p> <p>9. Evaluate consultant effort</p> <p>10. Reformulate plans with consultant</p>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
DECISION MAKING	DECISION MAKING		APPLY THE DECISION MAKING PROCESS	<ol style="list-style-type: none"> <li>1. Identify complex and significant issues</li> <li>2. Analyze the issues</li> <li>3. Identify how many people will be affected by the decision and who they are</li> <li>4. Evaluate how much money is involved in the decision</li> <li>5. State the time span of the decision's effect</li> <li>6. Identify what information is needed, who can provide it, how much effort is required to obtain it, and when you need it</li> <li>7. Decide whether to make decision on own or with others</li> <li>8. Write a decision statement</li> <li>9. Clarify objectives</li> <li>10. List 3-5 alternative decisions for each issue</li> <li>11. Assess the impact of each alternative</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
DECISION MAKING	DECISION MAKING	APPLY THE DECISION MAKING PROCESS	<ol style="list-style-type: none"> <li>12. Decide upon the best alternative</li> <li>13. Evaluate the consequences of the decision</li> <li>14. Understand and describe the concepts of risk, certainty, and uncertainty in decisionmaking</li> <li>15. Understand the model for individual decisionmaking and apply it to various situations</li> </ol>
DECISION MAKING	ORIGINATE STRUCTURE	ESTABLISH AN EFFECTIVE DECISION MAKING CLIMATE	<ol style="list-style-type: none"> <li>1. List situations conducive to military decision making</li> <li>2. List situations amenable to participative decision making</li> <li>3. Utilize formal and informal communication networks to keep communication lines open</li> <li>4. Encourage subordinates to pass negative and realistic information upward</li> <li>5. Make sure that enough information is available to make decisions</li> <li>6. Avoid spontaneous decisions</li> <li>7. Recognize the impact of decisions</li> <li>8. Take steps to reduce ambiguity</li> <li>9. Clarify expectations</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
DECISION MAKING	DECISION MAKING	DELEGATE DECISION MAKING RESPONSIBILITY	<ol style="list-style-type: none"> <li>1. Analyze decision requirements</li> <li>2. Identify personnel who can handle decision requirements</li> <li>3. Select qualified individual to take responsibility for making decisions</li> <li>4. Clarify limits of his authority and expectations regarding his decisional role</li> <li>5. Evaluate subordinate's decision</li> <li>6. Deliver feedback to subordinate about the decision</li> </ol>
DECISION MAKING	DECISION MAKING	ALLOCATE RESOURCES	<ol style="list-style-type: none"> <li>1. Require that subordinates provide information about inventory levels, budget balances, manpower totals, etc.</li> <li>2. Identify subsystems</li> <li>3. Identify requirements and needs of subsystems</li> <li>4. Match manpower, budgetary equipment reserves to requirements</li> <li>5. Identify shortfalls</li> <li>6. Identify excesses</li> <li>7. Assess the effects of cutbacks</li> <li>8. Develop alternative plans for matching resources to requirements</li> <li>9. Evaluate feasibility of the various plans</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
DECISION MAKING	DECISION MAKING	ALLOCATE RESOURCES	<ol style="list-style-type: none"> <li>10. Decide upon the best plan of action for allocating personnel, money, equipment and supplies</li> <li>11. Communicate the plan to subordinates involved</li> <li>12. Evaluate how well allocations meet requirements</li> </ol>
DECISION MAKING	DECISION MAKING	MAKE POLICY DECISIONS	<ol style="list-style-type: none"> <li>1. Review basic missions and purposes</li> <li>2. Gather information and intelligence</li> <li>3. Identify, classify, and analyze components of the environment</li> <li>4. Assess constraints and contingencies that pose problems or offer opportunities</li> <li>5. Consider the uncertainties that exist</li> <li>6. Develop criteria for the decision</li> <li>7. Determine the goals and overall objectives of the organization--the desired future outcomes or ends</li> <li>8. Determine the objectives of major components and program activities of the organization</li> </ol>



COMPETENCY	SKILL	TASK	ENABLING TASK
DECISION MAKING	DECISION MAKING	MAKE POLICY DECISIONS	<ol style="list-style-type: none"> <li>9. Analyze justifications, administrative and technical considerations, and overriding assumptions affecting these objectives</li> <li>10. Identify standards of performance</li> <li>11. Identify methods for measuring performance</li> <li>12. Integrate functional objectives into the major action program objective</li> <li>13. Develop operating plans which complement the objectives of major action programs</li> <li>14. Issue directives and orders which specify plans to execute programs, objectives</li> <li>15. Apply probability theory to decision analysis</li> </ol>
DECISION MAKING	CONCEPTUAL	SYNTHESIZE ABSTRACT CONTENT	<ol style="list-style-type: none"> <li>1. Comprehend and utilize complex language</li> <li>2. Understand and construct models to explain theoretical concepts</li> <li>3. Apply theoretical concepts to practical "real world" situations</li> <li>4. Interrelate theories from several academic disciplines</li> <li>5. Interpret specific information and make inference in the form of generalizable statements</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
DECISION MAKING	CONCEPTUAL		SYNTHESIZE ABSTRACT CONTENT	<ol style="list-style-type: none"> <li>6. Adapt analysis to short- or long-term time perspective</li> <li>7. Apply a systematic perspective, breaking down the whole into parts</li> <li>8. Handle ambiguity</li> <li>9. Translate complicated concepts into concise and lucid statements</li> <li>10. Be able to perform a content analysis</li> </ol>
PLANNING	FORECASTING	PROBLEM FINDING	ENGAGE IN LONG-TERM PLANNING	<ol style="list-style-type: none"> <li>1. Identify present environmental demands on the organization (i.e., economic, political, social, ecological, technological, etc.)</li> <li>2. Brainstorm with key subordinates possible and probable demands within 5 years, 10 years</li> <li>3. Analyze present capabilities by identifying the effectiveness of present systems, procedures, operations, etc.</li> <li>4. Gather information regarding deficiencies, inefficiencies, unit needs, projected short-term requirements</li> <li>5. Collect and analyze budget figures</li> <li>6. Identify problem areas</li> <li>7. Prioritize present problems</li> </ol>

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
PLANNING	FORECASTING	PROBLEM FINDING	ENGAGE IN LONG-TERM PLANNING	
				8. Project 5 - 10 key areas which are likely to present future problems
				9. List present resources (personnel, materiel, financial)
				10. Obsolete operations, procedures, etc., which are no longer functional
				11. Project what internal and external changes are likely to result from future expected trends
				12. Solicit figures regarding personnel requirements, equipment requirements, budgetary requirements projected for five years and 10 years from now
				13. Analyze projected requirements and needs
				14. Prioritize major requirements
				15. Discuss list with key subordinates
				16. Revise list
				17. Reassess organizational goals
				18. Publish projected organizational goals and objectives
				19. Periodically repeat the process to revise and update goals and objectives
				20. Understand economic principles
				21. Recognize social and cultural influences

ENCLOSURE 9

COMPETENCY	SKILL	SUBSKILL	TASK	ENABLING TASK
PLANNING	FORECASTING	PROBLEM FINDING	ENGAGE IN LONG-TERM PLANNING	<p>22. Demonstrate broad, general knowledge of basic management functional applications, (e.g., finance, manpower, personnel)</p> <p>23. Understand planning models; be able to communicate effectively about these models, and utilize them in planning process</p> <p>24. Consider what costs are appropriate for dealing with resource considerations</p>
PLANNING	GOAL SETTING		PERIODICALLY REASSESS ORGANIZATIONAL GOALS	<p>1. Identify major organizational subsystems</p> <p>2. Specify general objectives of the various subsystems</p> <p>3. State the relevancy of these objectives</p> <p>4. Identify irrelevant objectives</p> <p>5. State the impact of striking irrelevant objectives</p> <p>6. Obsolete irrelevant objectives</p> <p>7. Collect information about the requirements and needs of organizational subsystems</p> <p>8. Evaluate the priorities established by the various subsystems</p> <p>9. Prioritize subsystems goals across subsystems</p> <p>10. Propose the 5 - 10 most important organizational goals</p>

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	GOAL SETTING	PERIODICALLY REASSESS ORGANIZATIONAL GOALS	<ol style="list-style-type: none"> <li>11. Break the goals down into objectives and major sub-objectives</li> <li>12. Evaluate the consequences of goal changes</li> <li>13. Understand the immediate and long term consequences of large system changes concerning technology, structure, goals, people and environment</li> <li>14. State the minimum possible that can be achieved</li> </ol>
PLANNING	STRATEGIZING	ENGAGE IN STRATEGIC PLANNING	<ol style="list-style-type: none"> <li>1. State the possible impact of organizational change</li> <li>2. Forecast likely problem areas</li> <li>3. Project environmental changes that are likely to occur</li> <li>4. Given projected changes, envision possible situations and scenarios (e.g., see the battlefield)</li> <li>5. List the manpower, materiel and financial requirements of each scenario</li> <li>6. Prioritize the needs of each scenario</li> <li>7. Imagine the capabilities that will exist to meet the requirements of each scenario</li> <li>8. State the possible deficiencies and problems that could arise</li> <li>9. Identify probable occurrences</li> </ol>

ENCLOSURE 9

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	STRATEGIZING	ENGAGE IN STRATEGIC PLANNING	
			10. Establish a game plan to meet each problem that has been identified as probably occurring
			11. Assess the costs, difficulties, risks involved in each game plan
			12. Draw up plans to meet projected contingencies to include manpower, budgetary, and equipment needs
			13. If feasible, make arrangements to simulate the scenarios
			14. Devise an evaluation plan to assess how well contingencies are met under simulated conditions
			15. Diagnose poor plans
			16. Explain how organizations interact with their environment and the implications for growth and survival
			17. Understand the significance of behavioral processes internal to organizations, e.g., goal formulation, conflict resolution, decision-making, resource allocation, etc.
			18. Describe the political, economic, psychological, and military forces that impact upon the situation
			19. Define national objectives and national policy

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	STRATEGIZING	ENGAGE IN STRATEGIC PLANNING	<p>20. Develop tactical operations to support the various strategic plans</p> <p>21. Adopt plans for both short- and long-term time frames</p> <p>22. Obtain detailed information regarding the following: Intelligence; Logistics; Nuclear Operations; Psychological Operations; Unconventional Warfare; Chemical Warfare; Biological and Radiological Defense; Riot Control Agents; Herbicides; Mapping, Charting; Civil Defense, Recovery, Reconstitution; Strategic Movement; Cover and Deception; Civil Affairs; Electronic Warfare</p>
PLANNING	EVALUATION	INTERPRET POLICY	<ol style="list-style-type: none"> <li>1. Identify major organizational policies</li> <li>2. State the intent of each policy</li> <li>3. Assess the internal impact of each policy statement</li> <li>4. Assess the external ramifications of policy</li> <li>5. Clarify policy statements for subordinates</li> <li>6. Revise policy guidelines</li> <li>7. Implement policy decisions in a consistent manner</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	PROGRAMMING	HELP THE ORGANIZATION ACHIEVE EFFICIENT USE OF ITS RESOURCES	<ol style="list-style-type: none"> <li>1. Identify needs of major functional subsystems</li> <li>2. State subsystems' objectives</li> <li>3. List current resources available to meet these objectives (manpower, money, time, materials, facilities, and services)</li> <li>4. Identify areas where resource deficiencies exist</li> <li>5. Assess extent of lack of resources</li> <li>6. Identify resources that are required to meet existing and future needs</li> <li>7. Submit a proposal for meeting manpower requirements, budget requirements, equipment, supply needs, etc.</li> <li>8. Demonstrate basic knowledge of principles of resource allocation</li> <li>9. Apply benefit-cost, cost-effectiveness analysis</li> <li>10. Eliminate overlap and duplication of activities for more efficient and profitable performance</li> <li>11. Make organization studies and audits</li> </ol>
PLANNING	ADAPTABILITY FLEXIBILITY	MANAGE CHANGE (Help the organization adapt to internal and external changes so that it is organized to achieve current goals)	<ol style="list-style-type: none"> <li>1. Identify types of change (e.g., technological, procedural, organizational, environmental, human, philosophical)</li> </ol>



COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	ADAPTABILITY FLEXIBILITY	MANAGE CHANGE (Help the organization adapt to internal and external changes so that it is organized to achieve current goals)	<ol style="list-style-type: none"> <li>2. Analyze reasons for change</li> <li>3. Identify reasons for and sources of resistance to change</li> <li>4. Analyze the characteristics of the organization before change</li> <li>5. Recognize and state the need for change</li> <li>6. Assess the ability of each organizational subsystem to adapt to change</li> <li>7. Understand and communicate the elements of change</li> <li>8. Convey to subordinates that change is normal</li> <li>9. Encourage subordinates to participate in change</li> <li>10. Time change to achieve the maximum effect</li> <li>11. Decide the priority and timing of change</li> <li>12. Delegate the authority for implementing change to those who will be responsible</li> <li>13. Communicate to key personnel their responsibility for keeping operations running smoothly while implementing change</li> <li>14. Fill key positions with people who can implement change well</li> <li>15. Hold frequent meetings with key subordinates to discuss changes</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	ADAPTABILITY FLEXIBILITY	MANAGE CHANGE (Help the organization adapt to internal and external changes so that it is organized to achieve current goals)	
		16. Provide for flexibility in staffing so that people are available to be moved quickly into new situations	
		17. Require key subordinates to submit thorough plans for change	
		18. Communicate the objective of the change	
		19. Commit plans for change in writing	
		20. Articulate clearly who has authority for change, and who is responsible and accountable	
		21. Outline the steps for executing the change	
		22. Communicate change steps to subordinates	
		23. Develop plans to stabilize the change	
		24. Draw up an evaluation program to assess the change	
		25. Utilize alternative theories of diagnosis, design and assessment as related to organizational change	
		26. Prevent excessive or poorly planned organization change	
		27. Review and approve organizational changes	
		28. Transfer people during organization changes	
		29. Prepare organization procedures and policy manuals	

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	ORIGINATE STRUCTURE	CREATE, OBSOLETE AND REVISE ORGANIZATIONAL STRUCTURE	<ol style="list-style-type: none"> <li>1. Identify internal organizational subsystems</li> <li>2. Analyze the grouping of activities within the organization</li> <li>3. Analyze the goals of the subunits</li> <li>4. Identify operational and functional problems and inadequacies</li> <li>5. Ask key subordinates for input regarding large-scale changes</li> <li>6. Identify common goals of subsystems</li> <li>7. Realign those subsystems whose goals are similar so that their activities are integrated</li> <li>8. Allocate resources to meet new structure</li> <li>9. Define new responsibilities</li> <li>10. Delegate authority to meet new responsibilities</li> <li>11. Adapt to innovations</li> <li>12. Identify major theories and research regarding the study of organizations</li> <li>13. Understand and criticize divergent perspectives regarding organizational phenomena (e.g., ecological, cybernetic, etc.)</li> <li>14. Understand the dynamics of unforeseen consequences in bureaucratic growth</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	ORIGINATE STRUCTURE	CREATE, OBSOLETE AND REVISE ORGANIZATIONAL STRUCTURE	<ol style="list-style-type: none"> <li>15. Teach organization analysis to subordinates</li> <li>16. Encourage subordinates to perform their own organizational analyses</li> <li>17. Analyze the cost of management in various departments</li> <li>18. Prepare organization charts</li> <li>19. Reduce the number of levels of management</li> </ol>
PLANNING	CONCEPTUAL	APPLY A SYSTEMS-WIDE PERSPECTIVE	<ol style="list-style-type: none"> <li>1. Analyze within a long-term time frame</li> <li>2. Anticipate group reactions</li> <li>3. Manage ambiguity</li> <li>4. Recognize the interdependence of various organizational components</li> <li>5. State how changing one component affects the other components</li> <li>6. Demonstrate ability to build models and to explain concepts in terms of models</li> <li>7. Comprehend and use sophisticated language, complex theories, principles, etc.</li> <li>8. State how the external environment impacts upon the organization</li> <li>9. Have knowledge of bureaucratic forms and large systems theory</li> <li>10. Analyze organizational phenomena from multiple perspectives</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	CONCEPTUAL	APPLY A SYSTEMS-WIDE PERSPECTIVE	<ol style="list-style-type: none"> <li>11. Synthesize a conceptual framework for understanding organizational dynamics</li> <li>12. Use organizations as systems that transcend aggregates of personality</li> <li>13. Demonstrate a macroeconomic perspective capable of assessing the implications of the link between the economy and the budget</li> <li>14. Understand the concepts behind large scale budget and control systems</li> </ol>
PLANNING	FORECASTING	FIND PROBLEMS AND DEVELOP OPPORTUNITIES	<ol style="list-style-type: none"> <li>1. Analyze the demand the environment places on the organization</li> <li>2. Analyze effectiveness and relevancy of operations, procedures, and subsystems which presently exist</li> <li>3. Identify areas where there are deficiencies, inefficiencies</li> <li>4. Identify areas where improvements are indicated</li> <li>5. Establish some kind of mechanism to receive suggestions and new information</li> <li>6. Discuss with key personnel suggestions</li> <li>7. Develop general goal statements concerning specific guidelines for exploration</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
PLANNING	FORECASTING	FIND PROBLEMS AND DEVELOP OPPORTUNITIES	8. Assign responsibility to subordinate(s) for development and refinement of the suggestion(s)
PLANNING	MANPOWER PLANNING	FORMULATE WAGE AND SALARY ADMINISTRATION PLANS	<ol style="list-style-type: none"> <li>1. Perform a job analysis</li> <li>2. Write job description for key jobs (or delegate this responsibility)</li> <li>3. Evaluate the relative value of the job</li> <li>4. Set up a grade structure to arrange jobs by labor grades</li> <li>5. Conduct a wage survey</li> <li>6. Determine wage criteria, going wages, ability to pay, productivity, cost of living, purchasing power</li> <li>7. Determine individual wage schedule, method of payment, exempt employees, and supplementary benefits</li> <li>8. Design a compensation system that relates rewards (intrinsic and extrinsic) to performance</li> <li>9. Match up the labor grade structure with the compensation policy and the wage survey results</li> <li>10. Put a price on each job</li> <li>11. Do performance reviews and merit ratings on individual's work to decide standards for pay raises</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
INDIVIDUAL PROFESSIONAL APPEARANCE	INTEGRATION OF PERSONAL AND PROFESSIONAL DRESS STANDARDS	ACCEPT CONSTRAINTS ON ONE'S FREEDOM TO DRESS AS HE PLEASES IN PUBLIC	<ol style="list-style-type: none"> <li>1. Recognize that one serves as a role model even off-the-job.</li> <li>2. Avoid dressing too casually in public</li> <li>3. Practice physical fitness to avoid obesity or the look of ill-health</li> </ol>
INDIVIDUAL PROFESSIONAL BEHAVIOR	ROLE MODELING	SET ROLE MODEL STANDARDS	<ol style="list-style-type: none"> <li>1. Define the standards of behavior, both professional and personal, that are required to serve as top-level organizational leader</li> <li>2. Discuss standards with immediate subordinates</li> <li>3. Exemplify the standards in behavior and statements</li> <li>4. Maintain social contact only with higher level personnel so as to preserve social distance necessary to retain directive authority</li> <li>5. Demonstrate acceptance of restrictions on personal behavior</li> <li>6. Avoid any activity or action that might embarrass superiors, compromise subordinates, and adversely affect organizational reputation</li> <li>7. Show acceptance of stringent demands on personal behavior</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
PROFESSIONALISM	COMMITMENT	DISPLAY PROFESSIONAL COMMITMENT AND DEDICATION	<ol style="list-style-type: none"> <li>1. Participate in professional organization</li> <li>2. Attend professional development seminars</li> <li>3. Act as mentor or advisor, dispensing guidance and advice to selected subordinates</li> <li>4. Designate a handful of middle-level individuals who show outstanding promise</li> <li>5. Serve on executive development committees and input into executive development policymaking</li> </ol>
INDIVIDUAL ETHICAL BEHAVIOR	DEMONSTRATION OF PERSONAL INTEGRITY	ACT AS ETHICAL ROLE MODEL	<ol style="list-style-type: none"> <li>1. Demonstrate integrity in policy-making and decision-making roles</li> <li>2. Consciously maintain consistent ethical perspective</li> <li>3. Engage in behavior which gains and maintains respect of others, especially subordinates</li> <li>4. Develop climate conducive to ethical behavior</li> <li>5. Express ethical beliefs in awareness that value system must promulgate from top levels</li> <li>6. Reinforce ethical behavior and punish swiftly and severely unethical behavior</li> <li>7. Identify conflicting loyalties and goals</li> </ol>



COMPETENCY	SKILL	TASK	ENABLING TASK
INDIVIDUAL ETHICAL BEHAVIOR	DEMONSTRATION OF PERSONAL INTEGRITY	ACT AS ETHICAL ROLE MODEL	<ol style="list-style-type: none"> <li>8. Formulate responses to conflict of interest situations</li> <li>9. Develop realistic ethics policy consistent with organizational goals and policies</li> <li>10. Provide data for ethical policy decisions</li> <li>11. Demonstrate knowledge of business ethics</li> <li>12. Articulate organizational value systems</li> </ol>
ORGANIZATIONAL RESPONSIBILITY	ROLE MODELING	SERVE AS ORGANIZATIONAL SPOKESMAN, REPRESENTATIVE	<ol style="list-style-type: none"> <li>1. Serve on important civic, community, and governmental committees</li> <li>2. Present organization's position on relevant issues supported by accurate data</li> <li>3. Demonstrate effective public speaking skills</li> <li>4. Accept responsibility for reputation of products and services</li> </ol>
ORGANIZATIONAL RESPONSIBILITY	COMMUNITY INVOLVEMENT	PARTICIPATE AND SPONSOR RELEVANT COMMUNITY AND SOCIAL PROJECTS AND PROGRAMS	<ol style="list-style-type: none"> <li>1. Establish and maintain liaison with governmental and community officials and agencies engaged in pursuits advantageous to organizational functioning</li> <li>2. Respond to environmental issues</li> </ol>

COMPETENCY	SKILL	TASK	ENABLING TASK
ORGANIZATIONAL RESPONSIBILITY	COMMUNITY INVOLVEMENT	PARTICIPATE AND SPONSOR RELEVANT COMMUNITY AND SOCIAL PROJECTS AND PROGRAMS	1. Anticipate community needs and suggest organizational response capable of meet-
			2. ing needs
			3. Formulate plans for main-
			4. taining the good will of the organization

#### SECTION IV

#### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

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### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The job analysis and task listings which have resulted from this study represent a first step in behaviorally describing what leaders do. It was not intended that this analysis be translated directly into a formal curriculum. Much work remains before such a goal can be achieved. Throughout, our thought process was grounded in the notion that training and development in the leadership realm must be based upon a transfer theory of learning. As such, we discounted the need to detail every conceivable subtask involved in a given primary or critical task.

Thus far we have viewed learning from the point of view of the individual. But the leadership matrix, and this monograph in particular, also have relevancy to organizational development. One will note considerable overlap between the concepts and behaviors specified herein and those typically associated with the organization development (OD) consulting process. Perhaps a word of caution is required concerning this overlap so as to avoid misleading conclusions. Organizational leadership requirements and organization development efforts are mutually supportive. The leadership matrix (and its revisions and refinements) is an attempt to specify the functions and behaviors required of an organization for it (the organization and not any single leader) to accomplish its goals. As such, it is a prescriptive paradigm describing the ideal mix of skills and activities required at varying organizational levels for successful organizational functioning. The OD process is designed to evaluate the organization from a systems perspective in order to assess how well the organization is actually functioning. Given shortfalls between what is and what ought to be, the OD process focuses upon reducing the discrepancy between the actual and the ideal for improvement ultimately in the overall functioning of the organization. This "remedial" process involves the application of several management techniques and intervention strategies.

Since organizational problems can be attributed to both deficiencies in individual performance and subsystem performance, it is apropos that any OD effort address individual skill improvement in order to improve organizational (subsystem) performance. The feedback loop between organizational assessment and organizational leadership development efforts (including but not limited to individual skill and knowledge enhancement through formal training and education programs) will optimize organizational learning and effectiveness.

In conclusion, this refinement of the leadership matrix represents but one of the implications contained in Leadership Monograph #8. Completion of the ISD process upon the task listings contained in this mono-

graph will not realize the full potential of the original leadership matrix. Additional major efforts remain. These include examining the officer and enlisted corps performance appraisal systems, the issue of manpower and career planning, motivation and attitude development, the impact of organizational climate variables upon learning and development, and each of the dimensions in detail. Despite the fact that this monograph addresses only one avenue of follow-on inquiry, the implications of this particular work should not be underestimated. For the first time, we have a framework which allows us to address the entire Army leadership and management educational system. With this monograph we can now proceed to make leadership training and education in the school-house environment truly sequential and progressive within the context of a developmental model. The effort that lies ahead may appear awesome indeed. Hopefully, this monograph provides enough direction to begin that endeavor in a systematic way.